

A STUDY OF ADMINISTRATIVE PRACTICES IN
CORRESPONDENCE STUDY DEPARTMENTS OF TEACHERS
COLLEGES AND NORMAL SCHOOLS

by

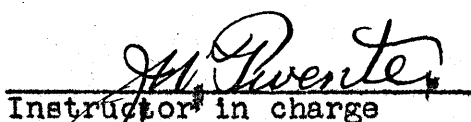
Ray C. Maul

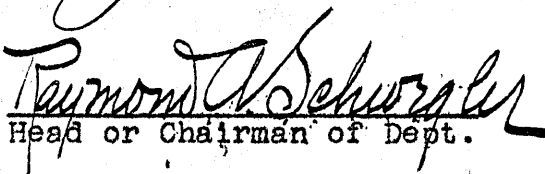
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R. C. M.

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I N T R O D U C T I O N

On August 1, 1926, the Correspondence Study Department of the Kansas State Teachers College of Emporia had more than one thousand students actively enrolled in correspondence courses. A department of correspondence study had existed since 1914 while work had been offered in absentia since 1908. Like the home study activities of many other institutions the department had come into being in response to the demand of an ever increasing number of students. No deliberate attempt to enlarge its activities had ever been made. ^N~~I~~n fact, if a policy in the matter can be said to have existed, it was to discourage, rather than encourage, a growth in the number of enrollments. At its inception correspondence study was looked upon as a poor substitute for resident work, to be countenanced only in case of absolute necessity. As will be shown later in this study, educational institutions everywhere have been reluctant to accept correspondence study as a satisfactory medium of formal instruction. The department at Emporia, like departments elsewhere, faced and attempted the solution of its own problems as they were recognized.

When the writer entered upon the direction of this work he did so without experience or formal training in

the field of correspondence study. Naturally many perplexing problems arose. The experience and counsel of his predecessors and the Director of Extension at Emporia were available but little was known as to the methods and procedures employed by the correspondence study departments of other institutions. The brief literature in the field of correspondence study casts little light upon the development of optimum practices. True, the Association of Teachers College Extension Divisions devotes a part of its annual program to the discussion of correspondence study problems but a unified attack upon the many problems peculiar to the effective administration of correspondence study can scarcely be said to have been started.

The writer enters upon this study, then, recognizing that many problems awaiting investigation lie in this field. It is not the purpose of this study to attempt the solution of them. A number of problems will be examined in the light of present practices; it is hoped that a better understanding of the difficulty of these problems may result from this examination.

This study is in the nature of a survey of a limited field. It purposes to investigate the diversity of certain phases of administrative practice as they exist in the correspondence study departments of teachers colleges and normal schools. Lack of time prevents the examination of such important problems as methods of organizing faculties,

methods of training teachers for correspondence instruction, development of a teaching technique, investigation of the value of correspondence study as compared with work done in residence, optimum teaching load, optimum size of student program, optimum percent of the total hour requirements for the degree which should be allowed by correspondence study, experimental investigation to determine which courses should and which courses should not be offered by correspondence, investigation of the responsibility of correspondence study departments in the field of adult education, financial organization and development of departments, development of an efficient system of records, development of a publicity policy, standardization of correspondence credits, coordination of correspondence study departments with the residence departments of educational institutions, and many others.

The possibilities of correspondence instruction in the general field of adult education, as they are related to the responsibilities of teachers colleges and normal schools, will be discussed briefly. The main objective of this study, however, is to disclose the diversity of present practices in the administration of certain phases of activities now being carried on by these institutions.

C H A P T E R I

T H E H I S T O R I C A L B A C K G R O U N D

"When the university stepped out of its monastic seclusion in the last century and lent the weight of its authority to the concept that education was communicable outside the university walls and without academic atmosphere, it was only a matter of time before attempts would be made to give instruction by correspondence. When once the English universities, instituted what has since become known as university extension. it was only the next step to send out lecturers' material in written form to those who could not attend the lectures."

Thus Noffsinger¹ attributes the origin of our present system of correspondence instruction to the institution which has longest withstood the demand for educational opportunities for all. For many centuries the university stood aloof, holding in reserve for the chosen few the rich stores of knowledge which preceding generations had struggled to preserve and supplement, that they might redound to the enhanced position of society. That this institution, the university, unwittingly contributed to the establishment of a system of correspondence study instruction is now a matter of record. But for the efforts of a mere handful of liberal

1. Noffsinger, John S. CORRESPONDENCE SCHOOLS, LYCEUMS, CHAUTAUQUAS. The Macmillian Company. New York. 1926. Page 1.

individuals, however, this method of disseminating knowledge among the masses might have been long withheld.

Noffsinger¹ credits Charles Toussaint, a Frenchman teaching his native language in Berlin, and Gustav Langenscheidt, a German writer and teacher of modern languages, with being the first correspondence study instructors on record. Curiously enough, the subject offered by them, a modern language, is now considered one of the most difficult subjects to teach satisfactorily by this method. The method of instruction developed by these men, known as the Toussaint-Langenscheidt method, is still in use in the teaching of modern languages.

The first organized effort at correspondence instruction in the United States goes back to 1873, when an organization known as "The Society to Encourage Studies at Home" was formed. Since the purpose of this organization was little more than to encourage the formation and direct the activities of home reading clubs it soon died a natural death. Its existence is significant, however, as its brief life led to the formation of a Correspondence University, an association of instructors from various colleges and universities, organized "to supplement the work of other educational institutions by instructing persons who from any cause were unable to attend

1. *ibid*, pages 2-13

them ." This loose organization stated that it hoped to interest

1. Persons engaged in professional studies which can be taught by correspondence.
2. Graduates doing collegiate or advanced work.
3. Under-teachers in the various schools and colleges.
4. Those preparing for college, either by themselves or at schools where instruction is not given in all branches.
5. Members of cultivated families that are obliged to live in remote localities.
6. Officers and men of the United States army and navy.
7. Persons who intend to try any of the civil service examinations.
8. Young men and women in stores and shops or on farms who desire to learn but cannot leave their labors to attend school; and finally those in any walk of life who would gladly take up some study under competent private guidance.

Of this new "university" HARPER'S WEEKLY commented, on October 27, 1883, as follows:

"A new and interesting scheme of higher education has been recently organized which is well worth general attention. For some years there has been a very successful association in Boston¹ for the direction of private reading. . . . It is obvious that this plan is susceptible of wider application, which has been experimentally tested. A college professor has conducted by correspondence the mathematical studies of advanced pupils, and with such satisfactory results that thirty-two professors in various colleges, from Harvard University in the East to Johns Hopkins University in the South and the University of Wisconsin in the West, have united

1. The Society to Encourage Studies at Home. See page 5.

to form. a Correspondence University for the purpose of instruction by correspondence. The word 'university' applies to the range of studies, which embraces a great number or branches, rather than to the organization, which is not chartered and has no authority to confer degrees."

Like the Lancastrian monitorial system, which DeWitt Clinton had pronounced a "boon to mankind" in Revolutionary days, this alliance of college and university professors was greeted with much interest by the press but, like many associations without any definite organization and without any administrative head, it soon disintegrated and ceased to function. As we view the organization's efforts from the light of present experience in this field we can readily see that it would inevitably face difficulties since it had no definite organization, no authoritative head, no uniform fees, no uniform method of organizing and presenting material, no central office for disseminating information and answering inquiries---and no technique of correspondence instruction.

Coincident to the growth of the "correspondence university" mentioned above another and totally different kind of institution came into being. It had its inception in a Methodist camp meeting.

For a number of years the Methodist Church had been sending ministers into the far-flung settlements where revival meetings were held. These meetings were frequently attended by whole families who came for miles and camped on the site during the revivals. Soon the leaders of this

Church conceived the plan of holding a gigantic meeting, or convention, annually and inviting all persons who were interested to come and enjoy the benefits. Notable among these central meetings was the one held at Fair Point, New York, on the banks of Chautauqua Lake. In attendance at this meeting were two men who were interested not only in religion but in education as well. These men, Rev. John H. Vincent and Lewis Miller, brought with them an idea which had been proposed by Silas Farmer in 1870, that a Sunday school institute could be organized and held on the camp meeting plan. In business-like fashion they made their proposal to the managers of the Chautauqua Camp Meeting Association and secured its adoption. Due largely to the efforts of these two men the curriculum of the Sunday school institute was expanded until it included not only religious instruction, but popular lectures, concerts, readings and social entertainments as well. Thus was founded the "Chautauqua" movement, with which we are all familiar today.

But the expansion of the Sunday school institute did not stop here. Soon the popular lectures were supplemented by academic lectures and instruction in a number of subjects. With the addition of instruction in languages occurred a significant happening.

In 1879 a young professor of Hebrew from Yale, William Rainey Harper (later President of the University

of Chicago) was asked to take charge of the organization of a School of Languages for the summer session at Chautauqua. To this man should be given much credit for the position correspondence study occupies today. It was largely due to his vision that the University of Chicago now has the largest and most active correspondence study department connected with any educational institution. He quickly sensed the possibilities of this method of instruction and, during all his years of active service in the field of education, worked diligently to further the movement. Doubtless his appreciation of the needs of the great mass of people led him to work untiringly to develop correspondence instruction. His fearlessness in establishing a department at the University of Chicago immediately after his election as President served to allay the suspicions with which other institutions had regarded correspondence study. The influence of President Harper's profound interest in this means of teaching may still be seen in the announcement of correspondence study courses by the University of Chicago. The current number of the correspondence study catalog states that:

"These courses are designed not only for those interested in a general education, but also for those who wish to study further some particular subject. They appeal, therefore, to students who have been forced to drop out of high school or college, to grammar and high school teachers who cannot leave their positions, to instructors in higher institutions who desire guidance in their special fields, to professional and business men who wish to supplement their training, to ministers and Bible students

who desire to know how to use the Scriptures better, to parents who are uncertain how to deal wisely with their children and to forward-looking men and women in every walk and relation of life."

After Harper finished the summer's work at Chautauqua, many of his students wanted to continue their studies with him. He readily consented to outline the work and grade the students' papers. His example led a number of the other instructors at the Chautauqua to adopt the scheme and in 1882 we find a loose organization of instructors offering correspondence work under the auspices of the Chautauqua. This work was really in the hands of the individual instructors, as they received the enrollments, issued the lessons, graded the papers, and kept the fees. The nominal direction of this organization was exercised by A. Lalande, of Louisville, Kentucky. The organization attempted no uniformity of procedure or fees.

This group of instructors continued to give correspondence work until 1900, when their activity ceased, due largely to the presence of other agencies in the field. It is curious to note that their efforts were directed chiefly in the field of languages.

While this little band of college and university professors was assisting a handful of students to master French and German, another institution was brought into being----an institution which now enjoys a larger enrollment than all colleges and universities of the United States combined----the commercial correspondence school,

a school operated for profit and not connected with any educational institution giving resident work. The present status of this school will be presented in a later chapter.¹ Its existence may be attributed to the curiosity of Thomas J. Foster, publisher of a small newspaper in Shenandoah, Pennsylvania.

In 1887 Foster became convinced that an unusual number of human lives were being lost in mine disasters in the coal mines surrounding Shenandoah. After some investigation he concluded that many of these accidents were due to the ignorance of not only the men working in the mines, but also of the managers and owners. He thought he saw an opportunity to make his paper serve his patrons in a new way and so he started a column of "Questions and Answers" concerning the causes of mine disasters and means of preventing them. Shortly afterward a law was enacted in Pennsylvania requiring all mine foremen to pass an examination covering methods of mine ventilation and means of controlling natural phenomena which might cause mine accidents. Although Foster was not a mining expert he directed the preparation of a course of study covering the information called for in the examination. This first general course was prepared in 1891 and a year later more than one thousand men were enrolled for it and other supplementary courses that had been added by Foster. Soon

1. Chapter II.

inquiries came in from men interested in other phases of mining work, and today, at Scranton, Pennsylvania, stands the International Correspondence School, the largest and most widely known institution of its kind, a direct outgrowth of Foster's "Questions and Answers" column in the Mining Herald.

In the face of the rapid exploitation of this field by the commercial school the university was slow to recognize its obligation to the public. Although the University of Chicago set up an active organization in 1892 the second decade of the twentieth century was at hand before a state university ventured to this kind of service to its constituency.

Hall-Quest¹ lists the following as among the first to announce correspondence study work:²

University of Chicago	1892
Oregon	1907
Kansas	1909
Nebraska	1909
Texas	1909
North Dakota	1910
Missouri	1910
Kentucky	1912

1. Hall-Quest, Alfred L. THE UNIVERSITY AFIELD. The Macmillian Company. New York. 1926. Page 15

2. Dates on which teachers colleges and normal schools first offered correspondence study will be shown in chapter IV.

Iowa State College	1913
California	1913
Oklahoma	1913
North Carolina	1914
Arizona	1915
Utah	1917
Iowa	1918
Arkansas	1919
Columbia	1919
Florida	1919
Washington State College	1919

It is of more than passing interest to note that some of these institutions were offering extension class work for many years before correspondence study was announced. Hall-Quest states that Kansas and California launched extension class programs in 1891 but waited until 1909 and 1913 respectively to start their instruction by correspondence.

C H A P T E R I I .

P R E S E N T S T A T U S O F T H E C O M M E R C I A L
C O R R E S P O N D E N C E S C H O O L

This study would hardly be complete without a consideration of the status of the commercial correspondence school. The type of activity engaged in by the latter institution has a direct relation to the public demand for the services of the correspondence study departments of teachers colleges and normal schools.

Noffsinger,¹ in his analysis of the commercial correspondence school, has shown that the combined enrollment of these schools in the United States probably exceeds two million people. It is impossible to gather accurate data concerning the activities of these schools, for reasons which will be shown later, but it is reasonable to suppose that the commercial correspondence schools enroll more than twice as many people as the combined student body of all colleges and universities in the United States. For every student on a college or university campus today, there are two people enrolled for some type of work in a commercial correspondence institution. It is necessary, then, for us to inquire into the nature of this

1. Op. cit. pages 14-90

work before we can determine the extent to which teachers colleges and normal schools are discharging their full obligation to the public which supports them.

Some information may be gleaned from the answers to the following questions:

1. What is the age of the typical student seeking the services of the commercial correspondence school?
2. What type of instruction does he seek?
3. How well is this instruction given?
4. What does this instruction cost?
5. What are the teachers colleges and normal schools doing to satisfy this demand?

Information leading to the answers to the first four questions is taken from Noffsinger's¹ analysis of 127 commercial correspondence schools from which he was able to get any data. Since he could get no information from the other schools it is assumed that their offering is not of a higher quality than the work offered by those schools replying to his questionnaire. The answer to the fifth question will be found in a later chapter of this study.

First: The median age of the student doing work in the commercial school is twenty-six years. The quartiles of this distribution are twenty-two years and thirty-four years. Thus we see that three-fourths of the two million

1. Op. cit. page 29

people receiving instruction from the commercial correspondence schools are more than twentieth-two years of age. If we assume that the average age at the time of marriage is twenty-five years in America it is immediately obvious that the vast majority of these students have already assumed family obligations and consequently cannot attend the resident classes of the college, university or trade school. This assumption is strengthened when we note the type of work demanded by these students.

Secondly: Practically every course offered by grade school, high school, college or university may be found in the offering of the commercial correspondence schools. These courses form a minor part of the commercial correspondence school instruction, however, as Noffsinger shows that eighty percent of all enrollments in these schools will be found in courses that are strictly vocational. Many of these schools make the statement that courses are offered in any subject desired.

The educational status of the typical commercial correspondence school student indicates that the vast majority of the students are restricted to vocational courses. While approximately eighty-five per cent have completed the eighth grade only seventeen per cent have completed as much as four years of high school work. Only forty-six per cent entered high school and less than one-half of this number completed as much as two years of

work. The fourteen per cent who entered college doubtless furnish the candidates for such courses as law, higher accountancy and business administration, but the great majority of enrollments is confined to such courses as auto mechanics, steam-fitting, tool-making and the various ramifications of the skilled and semi-skilled mechanical trades. A considerable number of students do work on the level represented by such courses as pharmacy, surveying, clerical work and various phases of engineering.

Thus we see that the bulk of this demand for instruction falls in the field that has been avoided by the correspondence study departments of the colleges and universities.

Thirdly: Noffsinger¹ concludes his evaluation of the instruction given by the commercial school by saying "there is no uniformity of instructional method among correspondence schools and the instructional content varies from admirable to worthless. The course is usually short, as measured by the amount of study material to be mastered, and the correction of lesson papers is little more than prefatory with the great majority of schools."

The manner of handling papers may be divided into four main classes:

1. The school makes no attempt to correct the

1. Op. cit. page 68

student's papers.

2. No papers are corrected and returned to the student but he is encouraged to write for help with the difficult questions.

3. A model solution is printed and sent to the student.

4. Each paper is corrected and returned to the student with appropriate suggestions.

While there is some evidence that instruction in the courses on the college level is usually found in the fourth category it appears that little of the instruction in the vocational courses is of this quality. In many cases where the papers are graded and returned to the student there is a tendency to assign nothing but high marks. This evil is probably inevitable where the fee is paid in installments. Since the primary desire of the school is to induce the student to complete the course and thus pay his fee in full the generosity in marking is easily explained.

Further evidence that the instruction in many courses is not satisfactory is shown by the fact that not more than six per cent of the enrollments are carried through to completion. One of the largest schools in the country stated some years ago that forty per cent of the enrolled students never sent in any lesson for correction, only sixty-six per cent paid the fee in full and only two and six-tenths per cent completed the courses.

Fourthly: The cost of a course in a commercial correspondence school ranges from ten dollars to two hundred-

eighty dollars; for the majority of the courses it is about forty dollars. The median cost per lesson is one dollar and sixty-six cents. The best information available indicates that the total fees paid annually to the commercial schools are seventy million dollars.

A knowledge of the budgetary allocation of this sum of money would be illuminating as well as interesting. Noffsinger¹ has shown that advertising runs from two dollars to thirty dollars for each student enrolled. A large school recently announced that its selling budget for one year was two million dollars. An investigation of more than one hundred schools showed that the promotional staff was from four to six times as large as the instructional staff. It is common practice to pay the salesman a commission of one-third of the fee paid by the student. Since the schools are operated for profit, a dividend must be paid if stockholders are to remain satisfied. A number of the larger schools have consistently paid an annual dividend of ten per cent.

It is obvious, then, that little of the student's dollar remains to purchase instruction. In the light of these facts it is not difficult to understand why many of the courses have so little content. It also is not difficult to see why so few courses are carried through to completion. The fact remains, however, that the number

1. Op. cit. page 70

of enrollments is steadily increasing and new schools are being set up everywhere.

It now seems logical to ask the question, "Why have these schools been permitted to operate and why does the demand for their services continue if their product is of a low quality?" It is the opinion of the present writer that the ease with which anyone may enter the correspondence study field is due to three main factors:

1. Failure of the government to place restrictions upon this activity.
2. The rapid increase in the demand of workers for technical knowledge which will lead to promotion in their work.
3. Failure of the public educational institution to provide any program of adult training, particularly in the vocational field.

First, the government, neither federal, state, nor local, has seen fit to take cognizance of the situation. The ease with which any person may enter this field is everywhere evident. While the several states have busied themselves with regulations concerning the public educational institutions, the privately owned schools have been allowed to flourish unmolested. Little attempt has been made to inquire into their methods of procedure or the quality of their offering. True, a few meager attempts have been made in some states, but thus far they

have failed to get at the matter on a sound basis. The Oregon State Laws, Chapter XXIX, Section 5377, read as follows:

"That any correspondence school or educational institute that gives instruction in the State of Oregon by correspondence in high school subjects or in any other branch of learning commonly taught in a college or university must, from this time on, be known to conduct a resident school of at least the same grade and character of work that it represents itself to do by correspondence."

This provision, it will be observed, refers only to those subjects taught by the public schools or institutions or higher learning and makes no attempt to control instruction in that vast category of subjects lying outside the curricula of these institutions. It is in this latter field that the private commercial correspondence schools do the bulk of their business.

The General Laws of Massachusetts, Chapter 93, Section 22, read as follows:

"The department of education may establish rules and regulations governing correspondence schools."

Thus far the department has done nothing but require such information as name of school, location, kind of organization, names of officers, office located in Massachusetts, address of agent in Massachusetts, list of courses offered, number of persons enrolled in each course in Massachusetts in preceding twelve months, number of students receiving certificates during previous twelve months and samples of advertising literature.

The laws of New York require that no degree or diploma may be conferred within the state except by a regularly organized institution meeting all the requirements of law and the university.

The above information indicates that a few of the states have attacked the problem in a prefatory manner. In many of the states where most of the private commercial correspondence schools are located, such as Illinois, Wisconsin, Ohio, Indiana, Michigan, Missouri, and in the District of Columbia, practically no attempt is made to regulate their activities.

The only recognition of the commercial correspondence school by the federal government has been through the medium of the Federal Trade Commission. The Commission, after investigating the fraudulent methods by which some of these schools have obtained enrollments, describes some of the more common practices as follows:

"Misrepresentation as to standing, responsibility, or character of correspondence school, either by failing to tell the whole truth or by deliberate misrepresentation. Common forms of this appear at times in the name under which the institution operates; by representatives with reference to buildings alleged to be occupied, pictures or symbols used in advertisements or on letter-heads, etc.; classified newspaper advertisements under column headings which represent the institution's position as an employer in need of service instead of an institution rendering service; representing the institution as a collection agency to intimidate debtor students, by conveying the impression that the institution is run for the

benefit of the students without profit to itself; by representing that prominent persons are faculty members when they are not and by giving inadequate of false address.

"Misrepresentations respecting the securing of positions or increases in earnings for prospective pupils. These take the form of inducements coupled with latent conditions or exaggerations incapable of fulfilment, such as the guaranty of a job or a raise in pay; overstating the demand for services of a specified character; misrepresenting the character or condition of the service and the probable earnings therefrom.

"Misrepresentation as to the service alleged to be rendered by some institutions consists in conferring degrees and issuing diplomas under conditions with reference to which adequate teaching facilities, quality and thoroughness of instruction, and content of courses are lacking; in misapplying professional and vocational terms to instruction and in unwarranted claims as to the giving of 'personal instruction'.

"Prospective students are misled as to prices through: limited, special, and free offers, which are not intended to be and are not either limited, special, or free offers; reductions offered from fictitious prices made sufficiently high to net the regular prices of the courses after granting such reductions; 'money back' guaranties, agreements, and contracts; offers of scholarships or partial scholarships, which are mere selling devices.

"Disparagement of competitors or of their courses or service. The enrolment of students not qualified for the courses applied for and the use of superlatives in advertisements and other descriptions."

The Federal Trade Commission, cooperating with some of the better commercial correspondence schools, has drawn up a set of resolutions for use in attempting to regulate the activities of all persons engaged in this field. These resolutions were adopted in the latter part of 1927 and were announced by the Commission as effective January 1, 1928. Among these resolutions the following are of particular interest:

1. Resolved, That the overstatements or misrepresentations relating to actual or probable earnings are unfair practices.

Note.--Inspirational copy can be written which will prod the ambitious to better their incomes through additional training without shodding forth salaries that only the very exceptional man can win.

Illustration.--Statistics can be gathered to show the average earnings in any industry. If competent and experienced draughtsmen command an average of \$100.00 a week, schools should not advertise "Earn \$250.00 a Week as a Draughtsman." (There is no objection to copy featuring the success of a particular student, provided the name and address are given and no statement made to convey the impression that he is an average student.)

2. Resolved, That overstatements which set forth the demands and opportunities in any vocation or field of activity constitute unfair practice.

Note.--Base demand for trained men on existing conditions: The job that additional training may command is worth pounding home to the prospect. The employment market, however, sets limitations which should be recognized. Rare opportunities open only to the exceptional should not be represented as usual.

Illustration.--It is a known fact that the motion-picture industry does not generally consider the scenarios of unknown and unexperienced writers. A school, therefore, should not advertise that there is a big demand for new scenario writers.

3. Resolved, That to represent employment service in a misleading manner constitutes unfair practice.

Note.--Describe employment features as and for what they are: To promise the prospect help in securing a job or in bettering his position, and to follow such promises with performance, is sound merchandising, and is to the advantage of the student, but care must be taken to set forth clearly and unmistakably all conditions upon which such service depends. To fail to do so is to invite misunderstandings.

4. Resolved, That to promise or guarantee a job or raise in pay constitutes unfair practice.

Note.--To lead the prospect to believe that a certain wage or type of position is guaranteed upon the completion of a certain course of training without the student's being aware of the difficulty within the course and the very small percentage who are able to complete the same is basing enrolment upon the ignorance of the enrolled and, therefore, unsound merchandising.

In October, 1928, the Minneapolis, Minnesota, VOCATIONAL GUIDANCE BULLETIN printed under the heading "Warning Against Fraudulent Training Courses" the following caution to the pupils of Minneapolis:

"Young people feel that money and time spent on an education are wisely and nobly spent. Frequently, however, they fail to secure the benefit they expect because they do not inquire regarding the standards of the school, the professional standing of the teachers, the field for which the school is training, nor their own ability to profit by the results of this training. Having trustfully accepted without question the public school system, our young people who leave the public schools are often pathetically lacking in ability to evaluate other educational opportunities. A few illustrations will show the difficulties.

"A salesman for a correspondence school in Indiana canvassed northern Minnesota, taking special care to meet the rural-school teachers. One teacher, a Minneapolis high-school graduate, was induced to take a correspondence course in filing costing \$185.00. The salesman promised that, upon completion of the course, he would place her in a position in Minneapolis or St. Paul which would pay her \$125.00 a month, and the contract she signed contained a statement that the school would back up any agreements made by the salesman. She soon found out that filing is a skill that cannot be learned successfully from correspondence-school lesson sheets; and, upon returning home for her vacation, she found that beginning file clerks in Minneapolis are not receiving \$125.00 a month. Needless to say, she cannot hold the salesman to his oral promise of providing her with a position."

The VOCATIONAL GUIDANCE BULLETIN then cites other cases where frauds have been perpetrated upon other unsuspecting victims of Minneapolis. The article is concluded with the suggestion that students who consider taking correspondence courses should keep in mind the following hints:

1. Inquire of disinterested people regarding the standing of the school. The length of time the school has been in operation, the training and professional standing of the teachers, whether or not the credits gained are transferable, the equipment of the school --- all these are important.
2. Beware of schools that attract prospective students by running in the newspapers blind advertisements offering employment.
3. Find out what similar opportunities are offered in public day or evening schools. Unfortunately . . . educational institutions . . . do not put on advertising campaigns comparable with those of the commercial schools that require higher tuition.
4. Select day or evening courses rather than correspondence courses. Those who have studied the question claim that 80 per cent of the people taking correspondence courses do not complete the work and that in most cases a correspondence course is a waste of time for young people under twenty-one. Having a definite time and place to study, meeting the instructor personally, having the give and take of classroom contacts are aspects that make classroom work even when taken in an evening school much more valuable for most people than correspondence courses. . . .
5. Investigate the opportunities for employment in the field before embarking on a training course for some vocation. Disinterested organizations such as the School Placement Bureau, the Women's Occupational Bureau, the Y. M. C. A., the Y. W. C. A., and the Woman's Co-operative Alliance will give unbiased opinions based on their experience in placement.
6. A student should consider his personal aptitude for the course considered. Most schools are good, but not good for everybody.
7. Read the contract regarding tuition carefully before signing it and then keep a copy of it. Beware of a contract which binds the student to pay tuition in full before he has a chance to try out the course.

Without doubt the activities of many so-called correspondence schools merit the issuance of such cautions.

The point is that such statements, coming from an author-

It will be observed that, although the Federal Trade Commission has taken cognizance of the situation, little has been done but to encourage the formation of a voluntary standardizing agency. In a few instances certain individuals have been prosecuted for illegal use of the United States mails but these acts have been in the nature of criminal prosecution, not regulation.

The reluctance of legislative bodies to investigate the situation and to enact regulatory measures has tended to increase the difficulty under which the better institutions must operate. This negligence has not only militated against the success of the reputable private correspondence schools alone. The correspondence study departments of colleges and universities find resistance to their programs growing out of the suspicion with which some people view all correspondence instruction. Although the attitude of our institutions of higher learning is gradually changing and more and more of them are expanding their correspondence offerings, numerous organs in the educational world speak disparagingly of the work. In the main this action is not intended to be a broadside against all correspondence study but in many cases no distinction is drawn between the offering of the faker and the work done by reputable private correspondence schools and correspondence study departments of colleges and universities. An illustration of this type of comment is in point.

itative source, tend to discourage many people from taking advantage of any opportunity to improve themselves by correspondence instruction. The case, then, is clearly one against our legislative bodies for not taking aggressive action and exercising their rightful prerogatives.

The second factor operating to make easy the path of the unethical school is the present almost universal demand for training on the part of that great body of workers who, for various reasons, cannot attend resident classes. Twenty years ago comparatively few people attended college. Even the high school was regarded as beyond the reach of the vast majority of our youth. It is only the present generation of parents which is beginning to realize the necessity of continued training of boys and girls. The net result of this situation is that literally millions of working men and women between the ages of twenty and forty years are laboring under decided handicaps through lack of training. Having spent their earlier years in minor occupations, they now find themselves barred from the better positions because they are not equipped. Aside from a relatively small number which has access to evening schools and extension classes, these people have no place to turn for training but to the correspondence school. The rapid development of the high school and various kinds of vocational schools affords them little relief because the great mass of these people has assumed

family obligations or does not have sufficient means to relinquish its earning power temporarily.

The third major factor operating to enlarge the enrollment of the private school may be called the failure of the public schools and state supported institutions to meet this demand for adult training.

With the phenomenal growth of industry and commerce since the beginning of the twentieth century the burden of the public school has been correspondingly increased. Schools everywhere have been called upon to double and treble their facilities. New students have flocked to the public high schools by the thousands. Colleges and universities have been expanded. New technical and vocational schools have sprung up everywhere.

It is not the purpose of this paper to discuss the adequacy with which the public school has met these new demands. It is clear, however, that little attention has been given to the problem of adult education. Schools everywhere have been more or less liberal in the development of their offering for those who could sit in the classrooms but little attention has been given to those millions who could not be present on the campus. The worker of tomorrow is being prepared for his work to the neglect of the worker of today. The worker who presents himself at the high school or college door finds that the curriculum offering is not shaped to meet his needs. He

finds the program shaped to fulfil the requirements for a diploma or degree, with entrance to the courses strictly limited to those who can satisfy the prerequisite requirements. The increased demand for this kind of offering makes it very doubtful whether the high schools, colleges and universities, with their limited finances, could add another kind of training. The only way the public institution can aid the worker, then, is by work in absentia. A brief examination of the activity here may be illuminating.

It is true that many colleges and universities offer extension classes, and a considerable number of them offer correspondence work. In both of these fields the prerequisite restriction is again imposed. In other words, the work differs little from the campus offering as far as the average worker is concerned. It is college work, not adult education in its broadest sense. In 1924 the National University Extension Association made an exhaustive analysis of the programs offered by its members. The question, "How many students are taking work for no credit?" was not even asked! The extent to which teachers' colleges and normal schools are offering courses other than those leading to a certificate or degree will be shown in the evidence presented in a later chapter.

Since it is manifest that the high school, college and university, with overcrowded classrooms, cannot offer

the type of work that will aid the worker of today, and since it is equally obvious that these institutions are making little effort to provide this kind of training by correspondence, the privately owned, commercial, money-making correspondence school is a rapidly growing institution.

In addition to the sporadic attempts of a few states to regulate the activities of the commercial school, mentioned earlier in this chapter, another agency should be mentioned. In September, 1926, the National Home Study Council, with headquarters at 839 - 17th Street, N. W., Washington, D. C. was organized under the direction of John S. Noffsinger. This is a voluntary organization of some of the more reputable commercial schools whose purpose it is to "promote sound educational standards and ethical business practices within the home-study field." A list of standards it hopes to establish, as announced in the HOME STUDY BLUE BOOK, issued by the organization January 1, 1929, is as follows:

1. All printed matter and advertising used must truthfully describe courses or services rendered.

2. The tuition fee for any particular course of service shall be concurrently uniform to all prospective students.

3. While recognizing that a placement service designed to facilitate proper employment of enrolled students is proper and laudable, yet to offer to guarantee a job or a specific raise of pay to prospective students is unethical.

4. The educational content of the course offered must adequately cover the field it purports to cover and be kept up to date.

5. There shall be a personal reaction between the student and the schools for each lesson or unit of assignment.

6. The fee charge for the course of instruction or service shall be reasonable for the services rendered.

On January 1, 1929, this organization had thirty-four members. Some of the largest and most widely known schools are included. Three hundred eleven courses are on its approved list.

C H A P T E R I I I .

S T A T E M E N T O F P R O B L E M A N D
M E T H O D O F P R O C E D U R E

The purpose of this study is to disclose the diversity of practice in the administration of certain phases of correspondence study departments in teachers colleges and normal schools. It proposes to include all state teachers colleges and normal schools in the United States and Hawaii. The problem is undertaken with the approval of the Association of Teachers College Extension Divisions. It was approved at the 1929 session of the Association, held in Cleveland, Ohio, on February 28, 1929, in conjunction with the annual meeting of the National Education Association.

The data upon which this study is based were gathered from two sources: (a) an inquiry blank¹ sent to the directors of extension of teachers colleges and normal schools and (b) the correspondence study catalogs of teachers colleges and normal schools. The data will be presented in two parts, the first dealing with the results of the inquiry, and the second with the findings of the catalog analysis.

1. A copy of this inquiry blank, together with a copy of the letter of transmittal, will be found in Appendix C.

The particular problem approached in this study is divided into six parts: first, the date of organization and certain regulations of the department; secondly, information concerning the person in charge of the department; thirdly, the enrollment of students; fourthly, some financial aspects; fifthly, certain general information; and finally, an enumeration of the courses now being offered by the institutions in question.

The method of procedure employed is twofold. First, an inquiry blank was sent to one hundred seventy-one teachers colleges and normal schools in the United States and Hawaii, asking for information concerning the first five parts of the study. Secondly, the correspondence study catalogs of teachers colleges and normal schools offering courses by correspondence were examined.

On February 16, 1929, forty-four inquiry blanks were addressed to the directors of extension of those institutions which are members of the Association of Teachers College Extension Divisions. On February 23, 1929, one hundred twenty-seven inquiry blanks were addressed to the directors of extension of other teachers colleges and normal schools in the United States and Hawaii, making a total of one hundred seventy-one blanks mailed out. One hundred nine blanks were returned before March 16, 1929. On that date sixty-two follow-up letters¹ were ad-

1. A copy of this follow-up letter will be found in Appendix C.

dressed to those institutions which had made no returns. On April 20, 1929, the final date upon which replies were accepted, a total of one hundred fifty-seven replies had been received. Fourteen institutions did not reply to the inquiry. These returns represent ninety one and eight-tenths percent of the total number of inquiry blanks sent out. Of the one hundred fifty-seven blanks returned, fifty-nine state that correspondence study is offered, while ninety-eight indicate that correspondence study is not a part of the institutional program. Thus it was found that thirty-seven and six-tenths percent of the institutions replying to the inquiry offer correspondence study. Information secured from the catalogs of nine of the institutions not replying to the inquiry indicates that they do not offer courses by correspondence. Two institutions replied after the date of final acceptance of blanks. No information is available concerning the offering of the three institutions unaccounted for.

A complete list of the institutions to which the inquiry was sent will be found in Appendix A, together with information pointing out the institutions which returned filled out blanks, the institutions which indicated that no correspondence study is offered, the institutions whose catalogs show that no correspondence study is offered, and the institutions about which no information is available.

Appendix B presents a complete list of the institutions which supplied data sought by the inquiry blank. It is on these data that Chapter IV is based. For convenience each of these institutions has been assigned a Roman numeral. Any of the institutions may be identified at any time by reference to Appendix B.

Since this study necessitated the collection of data from institutions throughout the United States and Hawaii it was deemed advisable to employ the questionnaire technique. Concerning this method of procedure Symonds¹ says:

"The questionnaire is undeniably a convenient means of securing information. It permits the gathering of much information practically obtainable in no other way."

Buckingham,² in discussing the principles which should govern the making and issuing of a questionnaire, says:

"First, the purpose should be a worthy one. Secondly, there should be no other feasible way of securing the information. . . . Rightly used it is a proper and indeed an inevitable means of securing information. Moreover, a real obligation rests upon educational people to contribute something through this means to the general good."

Crawford,³ in his book, "The Technique of Research

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1. Symonds, Percival M. "Methods of Investigation of Study Habits." *School and Society*, XXIV: 145-152 (July 31, 1926)
 2. Buckingham, B. R. "The Questionnaire." *Journal of Educational Research*, XIV: 54-58 (June, 1926)
 3. Crawford, Claude C. "The Technique of Research in Education." 152. The University of Southern California. Los Angeles, California. 1928.

in Education," makes the following comment in discussing this method of procedure:

"Questionnaires fall into two general types in regard to the schemes of classification of the material in the answers. One type calls for the answers according to the system of thought of the respondent, letting him write freely according to his own natural associative processes. . . . The other type forces the respondent to fit his answers into the predetermined moulds or classifications of the investigator. . . . Unless there is some very good reason for doing otherwise, the questionnaire should be arranged according to the second type."

Toops,¹ in writing on the questionnaire, says:

"The questionnaire method is often the only feasible method on the grounds of cost and on account of the inaccessibility of the respondents."

Koos,² in his book, "The Questionnaire in Education," proposes two criteria by which the worth of a questionnaire may be measured. They are ability and willingness of the persons approached to make reliable answers. Throughout this study the attempt has been made to conform to the principles proposed by these men, who may be considered to be among the leaders in educational research. In formulating the inquiry blank definite, tabulatable answers were solicited. Of the forty-three questions asked twenty-one may be answered objectively by a number, seventeen may be answered objectively by "yes" or "no," four may be answered objectively by a word or phrase, while one asks for a "yes" or "no" opinion.

1. Toops, Herbert A. "Validating the Questionnaire Method." Journal of Personnel Research, II: 153-169. 1924.

2. Koos, Leonard V. "The Questionnaire in Education" The Macmillan Company. New York. 1928.

A statement concerning the method employed in examining the catalogs is necessary at this point. The courses offered by correspondence have been divided into twenty-six main divisions with one hundred six subdivisions. The writer recognizes that these divisions are arbitrary. They are the result of his judgment after having consulted with the members of the Correspondence Study Department staff at the Kansas State Teachers College, Emporia, Kansas.

DEFINITION OF TERMS.

Throughout this study the terms "correspondence study" and "home study" are used synonymously. They presuppose the existence of a definite outline to direct the student in pursuance of the course, and to require the study of certain assigned subject matter. These terms also presuppose the requirement that the student prepare a certain number of written lessons to be submitted to an instructor who will grade them and return them to the student with his corrections and suggestions.

The term "correspondence study department" is used to designate that division of a teachers college or normal school where the activities of correspondence instruction are centralized.

The terms "commercial school" and "commercial institution" are used to designate those institutions offering

correspondence instruction for profit and not connected with any educational institution offering classroom instruction.

The term "offering" is used to designate the program of courses or complete curriculum offered by a correspondence study department or a commercial institution.

The term "program" is used to designate the course or courses for which a single student enrolls for at one time.

The term "resident courses" is used to designate those courses taken by a student who attends regular classes held upon the campus of an institution.

C H A P T E R I V.

'(Inquiry Blanks)'

P R E S E N T A T I O N O F D A T A.

The purpose of this chapter is to present the information obtained by the use of the inquiry blank. This blank, containing forty-three questions, was answered by fifty-nine institutions. Not all institutions replied to all questions. The number of replies received to each question is shown in Table I.

The average number of answers to each question is forty-seven. The necessity for answers to seven questions, however, depends upon the answer to a preceding question, i. e., in seven cases a certain answer obviates the necessity of replying to the following question. When these seven cases are not considered the average number of replies to each question is fifty-five.

In presenting these data a uniform procedure will be employed. The question will be stated exactly as it appears on the inquiry blank. The five parts of the study covered by the inquiry will be presented in order.

1. Organization and Regulations of Department.

1. When was correspondence study first offered by the college? (Replies received, 90%. See Table II.)

T A B L E I.

Number of institutions replying to each of forty-three questions on inquiry blank*.

Question Number	Number of Replies	Question Number	Number of Replies
1	53	25	0
2	58	26	51
3	34	27	57
4(a)	22	28	12
4(b)	34	29	56
5	58	30	10
6	59	31(a)	49
7	59	31(b)	45
8	27	31(c)	53
9	58	31(d)	50
10	59	31(e)	49
11	57	32	51
12	56	33	50
13	58	34	49
14	58	35	44
15	56	36	49
16	59	37	47
17	58	38	38
18	59	39	54
19	58	40	47
20	57	41	24
21	57	42	19
22	48	43(a)	52
23	51	43(b)	44
24	55		

59 Institutions replied to the inquiry blank.

* Copy of inquiry blank may be found in Appendix C.

T A B L E I I.

(Questions 1 - 2 - 3)

Date when correspondence study was first offered
and when department was established.
(58 Institutions)

Institution*	Work First Offered	Dep't. Estab.	Institution*	Work First Offered	Dep't. Estab.
	many				
IX	years	1920	XLIII	1918	1918
XVII	1905		XII	1919	1919
XXVIII	1907	1921	XXVI	1919	1919
X	1908	1914	XXX	1919	
LIV	1908		XLIV	1919	1919
LIX	1908		VIII	1920	1920
II	1909	1909	XIII	1920	1920
IV	1909		XVIII	1920	1927
LI	1910		XXVII	1920	
XI	1912	1912	XXXIV	1920	
XVI	1912	1912	I	1921	
XXI	1912	1912	XXXVI	1921	
XXXIX	1912	1920	LVI	1921	1921
L	1912		VI	1922	
III	1913		XXXV	1922	1923
XX	1913	1926	XLII	1922	1922
XXXII	1914	1914	LV	1922	
XLI	1914		XLVI	1923	1924
XIX	1915		XLVII	1923	
XXIII	1915		V	1924	1924
XXIX	1915	1921	VII	1924	1924
XXXI	1915	1927	XIV	1924	1925
LII	1916	1916	XLV	1924	
XV	1917	1919	XLIX	1924	1924
XXXVIII	1917	1922	LXII	1924	1924
LVIII	1917		XXXIII	1925	1925
XXII	1918		XLVIII	1926	
XXIV	1918	1918	XL	1927	
XXXVII	1918		LIII	1928	

Number XXV did not answer question.

* Institution may be identified in Appendix B.

While only 53 institutions replied to this question the return of filled-out blanks indicates that correspondence courses are offered by 59 teachers colleges and normal schools. The first of these institutions to offer this work was the Western State Normal School, Kalamazoo, Michigan, in 1905. A second institution offered courses in 1907, while 3 more entered the field in 1908. The largest number of institutions to enter the field in a single year is 6, in 1924. More than one-half the institutions now offering correspondence study started the work before 1919.

2. Is a separate department of correspondence study maintained? (Replies received, 98.3%)

Thirty-three institutions maintain separate departments, while 25 have no department of established identity. The implication is that these 25 institutions carry on the work in connection with the general activities of the extension division or permit the individual instructors to do the work in independent units.

3. If separate department is maintained, when was it established? (Replies received, 55.9%. See Table II.)

Of the 59 institutions offering correspondence study 33 maintain separate departments where this work is directed. One institution did not establish a separate department until 14 years after the work was started, while 20 institutions established departments at the time

the work was first offered. The average length of time from the date when work was first offered to the date when the department was established is 2.4 years.

4. How many lessons do you require per credit hour?
(a) Semester (b) Quarter (Replies received, (a) 37.3%
(b) 55.9%. See Table III.)

These replied indicate that 22 institutions operate on the semester basis while 34 institutions operate on the quarter basis. Of the 22 working on the semester bases 11, or 50%, require 8 lessons per credit hour. The others vary from 4 to 20 in their lesson requirements. Of the 34 institutions working on the quarter basis 7 require 6 lessons, 7 require 5 lessons, while the others vary from 1 to 24 in lesson requirements per credit hour. Four institutions answered "varies," indicating that no policy is maintained in this matter. The diversity of practice among these 34 institutions is indicated by the mean requirement of 6.3 lessons with a standard deviation of 4.23.

5. How many lessons in any single course do you permit a student to send in at one time? (Replies received, 98.3%. See Table IV.)

Twelve institutions permit only one lesson to be sent in at one time, while 15 permit 2 lessons, 13 permit 3 lessons and 7 permit 4 lessons to be sent in at one time. Regulations of the other institutions vary from 1 to 6, with 6 institutions answering "varies," "no policy,"

T A B L E I I I.

(Question 4)

Number of lessons required per credit hour. #
(55 Institutions)

Semester Quarter			Semester Quarter		
Institution*	Hour	Hour	Institution*	Hour	Hour
I		3	XXIX	9	
II		6	XXX	8	
III		Varies	XXXI		Varies
IV		12	XXXII		6
V		4	XXXIII		5
VI	8		XXXIV		Varies
VII		12	XXXV		Varies
VIII		9	XXXVII		3
IX		2	XXXVIII	10	
X	8		XXXIX	12	
XI	8		XLI		5
XII	8		XLII		5
XIII	10		XLIII		5
XIV	10		XLIV		6
XV		5	XLV		10
XVI	20		XLVI		5
XVII		5	XLVII		3 1/3
XVIII		24	XLVIII		10
XIX		3	XLIX	12	8
XX		1	L		6
XXI	8		LI		6
XXII	8		LII		6
XXIII	8		LIII	9	
XXIV	8		LV	4	
XXV	8		LVI	18	
XXVI		4	LVII	8	
XXVII		4	LIX	6	
XXVIII		6			

Numbers XXXVI, XL, LIV, and LVIII did not answer question.

Semester Hour Range 4-20

Semester Hour Mean 9

Quarter Hour Range 1-24

Quarter Hour Mean 6.3

Credit hour is either semester hour or quarter hour.

* Institution may be identified in Appendix B.

T A B L E I V.

(Question 5)

Maximum number of lessons a student may
send in at one time.
(58 Institutions)

Institution*	Number Lessons	Institution*	Number Lessons
I	1	XXXI	3
II	4	XXXII	2
III	Varies	XXXIII	2
IV	2	XXXIV	Varies
V	3	XXXV	1
VI	No Policy	XXXVI	4
VII	2	XXXVII	1
VIII	No Limit	XXXVIII	6
IX	1	XXXIX	5
X	4	XL	1
XI	2	XLI	3
XII	3	XLII	1
XIII	6	XLIII	2
XIV	3	XLIV	3
XV	1	XLV	3
XVI	1	XLVI	2
XVII	2	XLVII	2
XIX	1	XLVIII	3
XX	1	XLIX	2
XXI	1	L	3
XXII	6	LI	3
XXIII	3	LII	6
XXIV	3	LIII	4
XXV	Optional	LIV	2
XXVI	1	LV	2
XXVII	4	LVI	4
XXVIII	4	LVII	3
XXIX	2	LVIII	6
XXX	2	LIX	2

Number XVIII did not answer question.

Range 1-6

Mean 2.7

* Institution may be identified in Appendix B.

"optional" or "no limit." The average among the 52 institutions giving definite answers to this question is 2.7 lessons.

6. How many courses do you permit a student to work on at one time? (Replies received, 100%. See Table V.)

Twelve institutions restrict their students to a single course at one time, while 41 permit 2 courses to be taken simultaneously and 4 permit 3 courses at the same time. One institution answered "no policy" and one answered "no limit."

7. Do you send the entire outline of the course to the student at the time of enrollment? (Replies received, 100%. See Table VI.)

Twenty-five institutions send the entire outline to the student at the time of enrollment while 34 institutions do not.

8. If answer to question 7 is "no," how many lessons do you send at one time? (Replies received, 100% of those not answering "yes" to question 7. See Table VI.)

Four institutions send a single lesson at one time, 7 send 2 lessons, 6 send 3 lessons, 3 send 4 lessons, 2 send 5 lessons, 6 send 6 lessons, 2 send 10 lessons, 1 sends 1/3 of the course, while 2 institutions answered "varies" and one answered "optional."

9. How many months after date of enrollment do you allow for the completion of the course? (Replies received, 98.3%. See Table VII.)

T A B L E V.

(Question 6)

Number of courses a student may
work on at one time.
(59 Institutions)

Institutions*	Number Courses	Institution*	Number Courses
I	1	XXXI	1
II	2	XXXII	3
III	3	XXXIII	2
IV	2	XXXIV	2
V	2	XXXV	2
VI	No Policy	XXXVI	2
VII	2	XXXVII	2
VIII	2	XXXVIII	3
IX	1	XXXIX	2
X	2	XL	2
XI	2	XLI	2
XII	2	XLII	2
XIII	2	XLIII	2
XIV	2	XLIV	2
XV	2	XLV	2
XVI	1	XLVI	3
XVII	1	XLVII	1
XVIII	2	XLVIII	2
XIX	2	XLIX	2
XX	1	L	2
XXI	2	LI	2
XXII	2	LII	1
XXIII	2	LIII	2
XXIV	2	LIV	1
XXV	2	LV	1
XXVI	No Limit	LVI	2
XXVII	2	LVII	2
XXVIII	1	LVIII	2
XXIX	2	LIX	2
XXX	1		

Range 1-3
Mean 1.9

* Institution may be identified in Appendix B.

T A B L E V I.

(Questions 7 - 8)

Number of lessons sent to student
at time of enrollment.
(59 Institutions)

Institution*	Number Sent	Institution*	Number Sent
I	All	XXXI	All
II	All	XXXII	All
III	2	XXXIII	All
IV	All	XXXIV	Varies
V	All	XXXV	6
VI	All	XXXVI	6
VII	4	XXXVII	All
VIII	1	XXXVIII	1/3 of Course
IX	1	XXXIX	All
X	All	XL	All
XI	5	XLI	Varies
XII	6	XLII	5
XIII	6	XLIII	4
XIV	3	XLIV	3
XV	3	XLV	All
XVI	2	XLVI	All
XVII	2	XLVII	3
XVIII	All	XLVIII	All
XIX	1	XLIX	2
XX	All	L	All
XXI	3	LI	All
XXII	All	LII	6
XXIII	10	LIII	All
XXIV	10	LIV	2
XXV	Optional	LV	1
XXVI	3	LVI	All
XXVII	4	LVII	2
XXVIII	All	LVIII	6
XXIX	2	LIX	All
XXX	All		

25 institutions send all lessons at time of enrollment.

Range of 30 institutions not sending all 1-10

Mean of 30 institutions not sending all 3.8

* Institution may be identified in Appendix B.

T A B L E V I I.

(Question 9)

Number of months allowed after date of enrollment
for completion of course.
(58 Institutions)

Institution*	Number Months	Institution*	Number Months
I	9	XXXI	12
II	12	XXXII	12
III	12	XXXIII	12
IV	6	XXXIV	9
V	6	XXXV	9
VI	16	XXXVI	12
VII	12	XXXVII	12
VIII	12	XXXVIII	12
IX	9	XXXIX	12
X	12	XL	9
XI	12	XLI	12
XII	9	XLII	6
XIII	12	XLIII	12
XIV	12	XLIV	12
XV	6	XLV	12
XVI	12	XLVI	12
XVII	5	XLVII	10
XVIII	12	XLVIII	12
XIX	12	XLIX	No Limit
XX	12	L	6
XXI	9	LI	9
XXII	12	LII	9
XXIII	12	LIII	9
XXIV	12	LIV	9
XXV	9	LV	3.5
XXVII	12	LVI	9
XXVIII	12	LVII	12
XXIX	8	LVIII	12
XXX	12	LIX	12

Number XXVI did not answer question.

Range 3.5-16

Mean 10.5

* Institution may be identified in Appendix B.

Thirty-three institutions allow 12 months for completion of a course, 13 allow 9 months and the regulations of the other institutions vary from 3.5 to 16 months. One institution answers "no limit."

10. Do you grant an extension of this time by any plan of reinstatement? (Replies received, 100%. See Table VIII.)

Fifty-two institutions permit an extension of time while 7 do not.

11. Do you require all students to take a final examination? (Replies received, 96.6%. See Table IX.)

Forty-five institutions require all students to take a final examination while 12 do not.

12. Is every student required to make a minimum grade on the final examination in order to receive credit in the course? (Replies received, 94.9%. See Table X.)

Forty-six institutions require a minimum grade on the final examination before credit is granted while 10 do not.

13. Do you ever permit a student who has failed the final examination to take a second examination? (Replies received, 98.3%. See Table XI.)

Thirty-five institutions sometimes permit a student to take a second final examination while 23 do not.

14. What percent of the total number of hours required for graduation may be earned by correspondence study? (Replies received, 98.3%. See Table XII.)

Thirteen institutions permit 12.5% on the total hours required for graduation to be earned by correspondence,

T A B L E V I I I.

(Question 10)

Is extension of time for completion
of program allowed?
(59 Institutions)

Institution*	Answer	Institution*	Answer
I	Yes	XXXI	No
II	Yes	XXXII	Yes
III	Yes	XXXIII	Yes
IV	Yes	XXXIV	Yes
V	Yes	XXXV	Yes
VI	Yes	XXXVI	Yes
VII	Yes	XXXVII	Yes
VIII	Yes	XXXVIII	Yes
IX	No	XXXIX	Yes
X	Yes	XL	No
XI	Yes	XLI	Yes
XII	Yes	XLII	Yes
XIII	Yes	XLIII	Yes
XIV	Yes	XLIV	Yes
XV	Yes	XLV	Yes
XVI	Yes	XLVI	Yes
XVII	Yes	XLVII	Yes
XVIII	Yes	XLVIII	Yes
XIX	Yes	XLIX	Yes
XX	Yes	L	Yes
XXI	Yes	LI	Yes
XXII	Yes	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	Yes	LIV	No
XXV	No	LV	Yes
XXVI	No	LVI	No
XXVII	Yes	LVII	Yes
XXVIII	Yes	LVIII	Yes
XXIX	Yes	LIX	Yes
XXX	Yes		

52 Institutions answered "Yes"

7 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E I X.

(Question 11)

Is final examination required in all courses?
(57 Institutions)

Institution*	Answer	Institution*	Answer
I	No	XXX	No
II	Yes	XXXI	Yes
III	Yes	XXXII	Yes
IV	Yes	XXXIII	Yes
V	Yes	XXXIV	Yes
VI	No	XXXV	Yes
VII	No	XXXVI	Yes
VIII	Yes	XXXVII	Yes
IX	Yes	XXXVIII	Yes
X	Yes	XXXIX	Yes
XI	Yes	XL	Yes
XII	Yes	XLII	Yes
XIII	No	XLIII	Yes
XIV	Yes	XLV	Yes
XV	Yes	XLVI	Yes
XVI	No	XLVII	Yes
XVII	No	XLVIII	Yes
XVIII	Yes	XLIX	Yes
XIX	Yes	L	No
XX	Yes	LI	No
XXI	Yes	LII	No
XXII	Yes	LIII	Yes
XXIII	Yes	LIV	Yes
XXIV	Yes	LV	Yes
XXV	Yes	LVI	Yes
XXVI	Yes	LVII	Yes
XXVII	Yes	LVIII	No
XXVIII	No	LIX	Yes
XXIX	Yes		

Numbers XLI and XLIV did not answer question.

45 Institutions answered "Yes"

12 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X.

(Question 12)

Is minimum grade on final examination required
to secure credit in course?
(56 Institutions)

Institution*	Answer	Institution*	Answer
I	No	XXXI	Yes
II	Yes	XXXII	Yes
III	Yes	XXXIII	No
IV	No	XXXIV	No
V	Yes	XXXV	Yes
VI	Yes	XXXVI	Yes
VII	No	XXXVII	No
VIII	Yes	XXXVIII	Yes
IX	Yes	XXXIX	Yes
X	Yes	XL	Yes
XI	Yes	XLI	Yes
XII	Yes	XLII	Yes
XIII	Yes	XLIII	Yes
XIV	Yes	XLIV	Yes
XV	Yes	XLV	Yes
XVIII	Yes	XLVI	Yes
XIX	Yes	XLVII	Yes
XX	Yes	XLVIII	Yes
XXI	No	XLIX	Yes
XXII	Yes	L	Yes
XXIII	Yes	LI	Yes
XXIV	Yes	LII	No
XXV	Yes	LIII	Yes
XXVI	Yes	LIV	Yes
XXVII	Yes	LV	Yes
XXVIII	No	LVI	Yes
XXIX	Yes	LVII	Yes
XXX	Yes	LVIII	No
		LIX	Yes

Numbers XVI, XVII and XLII did not answer question.

46 Institutions answered "Yes"
10 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X I.

(Question 13)

Is student ever permitted to take a
second final examination?
(58 Institutions)

Institution*	Answer	Institution*	Answer
I	Yes	XXXI	Yes
II	Yes	XXXII	Yes
III	Yes	XXXIII	No
IV	No	XXXIV	Yes
V	Yes	XXXV	Yes
VI	No	XXXVI	No
VII	No	XXXVII	No
VIII	Yes	XXXVIII	Yes
IX	No	XXXIX	Yes
X	Yes	XL	No
XI	No	XLI	Yes
XII	Yes	XLII	Yes
XIII	Yes	XLIII	Yes
XIV	Yes	XLIV	No
XV	Yes	XLV	Yes
XVII	No	XLVI	Yes
XVIII	Yes	XLVII	No
XIX	Yes	XLVIII	No
XX	Yes	XLIX	Yes
XXI	No	L	Yes
XXII	No	LI	No
XXIII	Yes	LII	No
XXIV	Yes	LIII	Yes
XXV	No	LIV	No
XXVI	Yes	LV	Yes
XXVII	No	LVI	No
XXVIII	Yes	LVII	Yes
XXIX	Yes	LVIII	No
XXX	Yes	LIX	No

Number XVI did not answer question.

35 Institutions answered "Yes"

23 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X I I .

(Question 14)

What percent of total hours may be
earned by correspondence?
(58 Institutions)

Institution*	Percent	Institution*	Percent
I	12.5	XXX	35
II	25	XXXI	25
III	12.5	XXXII	25
IV	25	XXXIII	25
V	33.33	XXXIV	12.5
VI	50	XXXV	12.5
VII	12.5	XXXVI	25
VIII	12.5	XXXVII	12.5
IX	25	XXXVIII	25
X	25	XXXIX	25
XI	25	XL	25
XII	25	XLI	12.5
XIII	25	XLII	25
XIV	25	XLIII	20
XV	25	XLIV	12.5
XVI	40	XLV	25
XVII	25	XLVI	33.33
XVIII	25	XLVII	12.5
XIX	25	XLVIII	33
XX	25	XLIX	25
XXI	25	L	25
XXII	12.5	LI	25
XXIII	33.33	LII	25
XXIV	25	LIV	20
XXV	33.33	LV	17
XXVI	16.67	LVI	23
XXVII	15	LVII	25
XXVIII	24	LVIII	25
XXIX	12.5	LIX	12.5

Number LIII did not answer question.

Range 12.5-50
Mean 23.1

* Institution may be identified in Appendix B.

30 permit 25% and the regulations of the others vary from 15 to 50%. The mean of this distribution is 23.1 and the standard deviation is 7.63.

15. Do you permit students to complete the requirements for the bachelor's degree by correspondence study, i.e., may the final hours be earned by correspondence study? (Replies received, 94.9%. See Table XIII.)

Sixteen institutions permit the final hours for the degree to be earned by correspondence study while 40 do not.

16. Do you permit students to carry correspondence study courses while doing work in residence in your institution? (Replies received, 100%. See Table XIV.)

Four institutions permit students to carry both correspondence and resident courses at the same time while 55 do not.

17. Do you permit students to carry correspondence study courses while doing work in residence in any other institution if they have permission from the other institution? (Replies received, 98.3%. See Table XV.)

Forty-two institutions accept enrollments from students who are taking resident courses from another institution provided the student has permission from the institution where the resident work is being done. Sixteen institutions do not accept such enrollments.

18. Do all of your correspondence study courses carry the same credit as the identical courses when taken in residence? (Replies received, 100%. See Table XVI.)

In 56 institutions all correspondence courses grant the same credit as the identical courses offered in res-

T A B L E X I I I.

(Question 15)

May requirements for degree be completed
by correspondence?
(56 Institutions)

Institution*	Answer	Institution*	Answer
I	Yes	XXXI	No
II	Yes	XXXII	Yes
III	No	XXXIII	No
IV	Yes	XXXIV	No
V	No	XXXV	No
VII	Yes	XXXVI	No
VIII	No	XXXVII	No
IX	Yes	XXXVIII	No
X	No	XXXIX	No
XI	No	XL	No
XII	No	XLI	Yes
XIII	No	XLII	No
XIV	No	XLIII	Yes
XV	No	XLIV	No
XVII	No	XLV	No
XVIII	No	XLVI	No
XIX	No	XLVII	Yes
XX	No	XLVIII	No
XXI	Yes	XLIX	Yes
XXII	Yes	LI	No
XXIII	No	LII	Yes
XXIV	No	LIII	No
XXV	Yes	LIV	No
XXVI	No	LV	No
XXVII	No	LVI	No
XXVIII	Yes	LVII	Yes
XXIX	No	LVIII	No
XXX	No	LIX	No

Numbers VI, XVI and L did not answer question.

16 Institutions answered "Yes"

40 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X I V.

(Question 16)

May student take resident and correspondence
courses at the same time?
(59 Institutions)

Institution*	Answer	Institution*	Answer
I	No	XXXI	No
II	Yes	XXXII	No
III	No	XXXIII	No
IV	No	XXXIV	No
V	No	XXXV	No
VI	No	XXXVI	No
VII	Yes	XXXVII	No
VIII	No	XXXVIII	No
IX	No	XXXIX	No
X	No	XL	No
XI	No	XLI	No
XII	No	XLII	No
XIII	No	XLIII	Yes
XIV	No	XLIV	No
XV	No	XLV	No
XVI	No	XLVI	No
XVII	No	XLVII	No
XVIII	No	XLVIII	Yes
XIX	No	XLIX	No
XX	No	L	No
XXI	No	LI	No
XXII	No	LII	No
XXIII	No	LIII	No
XXIV	No	LIV	No
XXV	No	LV	No
XXVI	No	LVI	No
XXVII	No	LVII	No
XXVIII	No	LVIII	No
XXIX	No	LIX	No
XXX	No		

4 Institutions answered "Yes"

55 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X V.

(Question 17)

May student take correspondence courses while
doing work at another institution?
(58 Institutions)

Institution*	Answer	Institution*	Answer
I	Yes	XXXI	No
II	Yes	XXXII	Yes
III	Yes	XXXIII	Yes
IV	Yes	XXXIV	Yes
V	Yes	XXXV	Yes
VI	Yes	XXXVI	Yes
VII	Yes	XXXVII	Yes
VIII	Yes	XXXVIII	No
IX	No	XXXIX	Yes
X	Yes	XL	No
XI	Yes	XLI	Yes
XII	Yes	XLII	No
XIII	Yes	XLIII	Yes
XIV	No	XLIV	No
XV	Yes	XLV	Yes
XVII	Yes	XLVI	Yes
XVIII	No	XLVII	Yes
XIX	Yes	XLVIII	Yes
XX	Yes	XLIX	No
XXI	Yes	L	Yes
XXII	Yes	LI	Yes
XXIII	Yes	LII	No
XXIV	Yes	LIII	Yes
XXV	No	LIV	No
XXVI	Yes	LV	No
XXVII	No	LVI	Yes
XXVIII	Yes	LVII	Yes
XXIX	No	LVIII	Yes
XXX	Yes	LIX	No

Number XVI did not answer question.

42 Institutions answered "Yes"
16 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X V I

(Question 18)

Are correspondence and resident
credits of same value?
(59 Institutions)

Institution*	Answer	Institution*	Answer
I	Yes	XXXI	Yes
II	Yes	XXXII	Yes
III	Yes	XXXIII	No
IV	Yes	XXXIV	Yes
V	Yes	XXXV	Yes
VI	Yes	XXXVI	Yes
VII	Yes	XXXVII	Yes
VIII	Yes	XXXVIII	Yes
IX	Yes	XXXIX	Yes
X	Yes	XL	No
XI	Yes	XLI	Yes
XII	Yes	XLII	Yes
XIII	Yes	XLIII	Yes
XIV	Yes	XLIV	Yes
XV	Yes	XLV	Yes
XVI	Yes	XLVI	Yes
XVII	Yes	XLVII	Yes
XVIII	Yes	XLVIII	Yes
XIX	Yes	XLIX	Yes
XX	Yes	L	Yes
XXI	Yes	LI	Yes
XXII	Yes	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	Yes	LIV	Yes
XXV	Yes	LV	Yes
XXVI	Yes	LVI	Yes
XXVII	Yes	LVII	Yes
XXVIII	No	LVIII	Yes
XXIX	Yes	LIX	Yes
XXX	Yes		

56 Institutions answered "Yes"

3 Institutions answered "No"

* Institution may be identified in Appendix B.

idence while in 3 institutions some of the courses are not of the same credit value.

19. Do you accept correspondence study credits from other institutions on the same basis that you accept residence credits from these other institutions? (Replies received, 98.3%. See Table XVII.)

Fifty-five institutions accept correspondence study and resident credits on an equal basis while 3 do not.

II. The Department Head.

20. What is the title of the person in charge of correspondence study? (Replies received, 96.6%. See Table XVIII.)

In 42 institutions the person in charge of correspondence study is known as the director of this work. Ten other institutions use the title "secretary," one uses "supervisor," one uses "head," one uses "chairman of committee" and 2 have no title for the person directing this work.

21. Does he devote full time to the correspondence study department? (Replies received, 96.6%. See Table XIX.)

In only 5 institutions does the person in charge of correspondence study devote full time to this department.

22. If answer to question 21 is "no," what percent of his time is given to the correspondence study department? (Replies received, 90% of these not answering "yes" to question 21. See Table XX.)

Eleven institutions answered "50%," 10 answered "25%" and the others range from 10 to 100%. The mean of this

T A B L E X V I I.

(Question 19)

Are correspondence credits accepted from
other institutions on parity
with resident credits?
(58 Institutions)

Institution*	Answer	Institution*	Answer
I	Yes	XXXI	No
II	Yes	XXXII	Yes
III	Yes	XXXIII	Yes
IV	Yes	XXXIV	Yes
V	Yes	XXXV	Yes
VI	Yes	XXXVI	Yes
VII	Yes	XXXVII	Yes
VIII	Yes	XXXVIII	Yes
IX	Yes	XXXIX	Yes
X	Yes	XL	No
XI	Yes	XLI	Yes
XII	Yes	XLII	Yes
XIII	Yes	XLIII	Yes
XIV	No	XLIV	Yes
XV	Yes	XLV	Yes
XVI	Yes	XLVI	Yes
XVII	Yes	XLVII	Yes
XVIII	Yes	XLVIII	Yes
XIX	Yes	XLIX	Yes
XX	Yes	L	Yes
XXI	Yes	LI	Yes
XXII	Yes	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	Yes	LIV	Yes
XXV	Yes	LV	Yes
XXVI	Yes	LVI	Yes
XXVII	Yes	LVII	Yes
XXIX	Yes	LVIII	Yes
XXX	Yes	LIX	Yes

Number XXVII did not answer question.

55 Institutions answered "Yes"
3 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X V I I I.

(Question 20)

Title of person in charge of correspondence study.
(57 Institutions)

Institution*	Title	Institution*	Title
I	Director	XXI	Secretary
II	Director	XXII	Director
III	Director	XXIII	Secretary
IV	Director	XXIV	Director
V	Director	XXV	Secretary
VI	Director	XXVI	Director
VII	Director	XXVII	none
VIII	Director	XXVIII	Director
IX	Secretary	XXIX	Director
X	Director	XLI	Director
XI	Director	XLII	Secretary
XII	Director	XLIII	Director
XIII	Secretary	XLIV	Chairman of Committee
XIV	Director		
XV	Secretary	XLV	Secretary
XVI	Supervisor	XLVI	Director
XVII	Director	XLVII	Director
XVIII	Director	XLVIII	Director
XX	Secretary	XLIX	Director
XXI	Secretary	L	Director
XXII	Head	LI	Director
XXIII	Director	LII	Director
XXIV	Director	LIII	Director
XXV	Director	LIV	Director
XXVI	Director	LV	Director
XXVII	Director	LVI	Director
XXVIII	Director	LVII	Director
XXIX	Director	LVIII	Director
XXX	none	LIX	Director

Numbers XIX and XL did not answer question.

- 42 Institutions answered "Director"
- 10 Institutions answered "Secretary"
- 2 Institutions answered "none"
- 1 Institution answered "Supervisor"
- 1 Institution answered "Head"
- 1 Institution answered "Chairman of Committee"

*Institution may be identified in Appendix B.

T A B L E X I X.

(Question 21)

Does person in charge of correspondence study
devote full time to the work?
(57 Institutions)

Institution*	Policy	Institution*	Policy
I	No	XXXI	No
II	No	XXXII	No
III	No	XXXIII	No
IV	No	XXXIV	No
V	No	XXXV	No
VI	No	XXXVI	No
VII	No	XXXVII	No
VIII	No	XXXIX	No
IX	Yes	XL	No
X	No	XLI	No
XI	No	XLII	No
XII	Yes	XLIII	No
XIII	Yes	XLIV	No
XIV	No	XLV	No
XV	Yes	XLVI	No
XVI	No	XLVII	No
XVII	No	XLVIII	No
XVIII	No	XLIX	No
XX	Yes	L	No
XXI	No	LI	No
XXII	No	LII	No
XXIII	No	LIII	No
XXIV	No	LIV	No
XXV	No	LV	No
XXVI	No	LVI	No
XXVII	No	LVII	No
XXVIII	No	LVIII	No
XXIX	No	LIX	No
XXX	No		

Numbers XIX and XXXVII did not answer question.

5 Institutions answered "Yes"
52 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X X.

(Question 22)

Percent of time given to direction of
correspondence study.
(48 Institutions)

Institution*	Percent	Institution*	Percent
I	12.5	XXXIII	25
II	50	XXXIV	20
III	25	XXXV	25
IV	50	XXXVI	10
V	33.3	XXVIII	25
VII	25	XXXIX	50
VIII	50	XLII	12.5
IX	100	XLIII	75
X	50	XLIV	33.3
XII	100	XLV	25
XIII	100	XLVI	50
XIV	60	XLVII	50
XV	100	XLVIII	40
XVI	50	XLIX	25
XVIII	25	L	Varies
XX	100	LI	20
XXI	75	LII	10
XXIII	50	LIII	25
XXVI	50	LIV	Varies
XXVII	20	LV	20
XXVIII	33.3	LVI	25
XXIX	33.3	LVII	50
XXX	20	LVIII	20
XXXI	30	LIX	Small

Numbers VI, XI, XVII, XIX, XXII, XXIV, XXV, XXXII, XXXVII, XL and XLI did not answer question.

2 Institutions answered "Varies"

1 Institution answered "Small"

Range 10-100

Mean 41.7

* Institution may be identified in Appendix B.

distribution is 41.7% with a standard deviation of 25.4.

Two institutions answered "varies" and one answered

"small."

23. If he holds another position also, what is the title of this other position? (Replies received, 94.4% of those not answering yes" to question 21. See Table XXI.)

Nine institutions combine the administration of correspondence study with the position of registrar, 5 with instructor in education, 3 with director of extension, 3 with instructor, 2 with director of appointment bureau, 2 with dean and 2 with instructor of modern languages while 25 institutions have other combinations, no one of which is like that of any other institution.

24. Had he had any specific, formal training in the organization and administration of correspondence study? (Experience in this work not to be counted as formal training.) (Replies received, 94.9%. See Table XXII.)

Fifty four institutions stated that the person in charge of correspondence study has had no specific, formal training in the organization and administration of this work while one institution answered the question in the affirmative. (See question 25, below.)

25. If so, list the courses below: (Replies received, 1.6%.)

The single answer received states that the person in charge of correspondence study is now engaged in preparing a master's thesis on the subject of extension work at Harvard University. It does not show that the person

T A B L E X X I.

(Question 23)

Title of other position held by person in
charge of correspondence.
(51 Institutions)

Institution* Title	Institution* Title
I Registrar	XXXIV Inst'r. Psych.
II Appointment	XXXV Registrar
III Inst'r. Edu.	XXXVI Registrar
IV Dir. Extension	XXXIX Dir. Extension
V Instructor	Alumni Sec.
VI Dir. Extension	XL Instructor
VII Inst'r. Edu.	XLI Dean of Men
VIII Placement Sec.	XLII Sec. Extension
Alumni Sec.	XLIII Dean of Women
X Mgr. Student U.	XLIV Inst'r. Mod. Lang.
XI Dean & Registrar	XLV Registrar
XIV Instructor	XLVI Dir. Pub. Service
XVI Field Worker	XLVII Inst'r. English
XVII Registrar	XLVIII Inst'r. Math.
XVIII Inst'r. Edu.	XLIX Registrar
XXI Office Sec.	L Dir. Extension
XXII Inst'r. Mod. Lang.	Inst'r. Com'l.
XXIII Inst'r. Edu.	LI Inst'r. Edu.
XXIV Appointment	LII Registrar
XXV Librarian	Appointment
XXVI Inst'r. Science	LIII Grad. Student
XXVII Inst'r. Geog.	LIV Ass't. to Pres.
XXVIII Registrar	LV Inst'r. Soc. Sci.
XXIX Dean	LVI Inst'r. Chemistry
XXX Registrar	LVII Dir. Extension
XXXI Sec. to Pres.	LVIII Inst'r. English and History
XXXII Registrar	LIX Prin. Jr. H.S.
XXXIII Instructor	
Registrar	

Numbers XIX, XXXVII and XXXVIII did not answer question.

Numbers IX, XII, XIII, XV and XX give full time to
correspondence study department.

* Institution may be identified in Appendix B.

T A B L E X X I I.

(Question 24)

Has person in charge of correspondence study had
any formal training in this work?
(55 Institutions)

Institution*	Answer	Institution*	Answer
I	No	XXXI	No
II	No	XXXII	No
III	No	XXXIII	No
IV	No	XXXIV	No
V	No	XXXV	No
VI	No	XXXVI	No
VII	No	XXXVII	No
VIII	No	XXXVIII	No
IX	No	XXXIX	No
X	No	XL	No
XI	No	XLI	No
XII	No	XLII	No
XIII	No	XLIII	No
XIV	No	XLIV	No
XV	No	XLV	No
XVI	Yes	XLVI	No
XVII	No	XLVII	No
XX	No	XLVIII	No
XXI	No	XLIX	No
XXII	No	L	No
XXIII	No	LI	No
XXIV	No	LII	No
XXV	No	LIII	No
XXVI	No	LIV	No
XXVII	No	LIV	No
XXVIII	No	LV	No
XXIX	No	LVI	No
XXX	No	LVII	No
		LVIII	No
		LIX	No

Numbers XVII, XIX, XXXVII and XLVI did not answer question.

1 Institution answered "Yes"
54 Institutions answered "No"

* Institution may be identified in Appendix B.

has had any college or university courses in the organization and administration of correspondence study.

26. What degrees does he hold? (Replies received, 86.4%. See Table XXIII.)

The answers to this question indicate that 22 persons in charge of correspondence study hold the A. M. degree, 15 hold the A. B. degree, 3 hold no degrees, one holds the Ph. D. degree, one holds the Ph. M. degree and one holds the B. E. degree.

27. Does he grade any manuscripts? (Replies received, 96.6%. See Table XXIV.)

These replies indicate that 19 persons in charge of correspondence study do some manuscript grading and 38 do not.

28. If answer to question 27 is "yes," approximately what percent of his time is devoted to grading? (Replies received, 57.1% of those not answering "no" to question 27. See Table XXV.)

T A B L E X X I I I.

(Question 26)

Highest degree held by person in charge of
correspondence study.
(51 Institutions)

Institution*	Degree	Institution*	Degree
I	A. M.	XXXII	A. M.
II	A. M.	XXXIII	B. S.
III	A. M.	XXXIV	A. B.
IV	A. M.	XXXV	A. B.
V	B. S.	XXXVI	B. S.
VI	A. M.	XXXVIII	A. B.
VII	A. M.	XXXIX	A. B.
VIII	A. B.	XL	B. S.
X	B. S.	XLI	A. B.
XI	A. M.	XLII	A. M.
XII	B. S.	XLIV	Ph. D.
XIII	A. B.	XLV	none
XIV	A. B.	XLVI	A. B.
XV	A. M.	XLVII	A. M.
XVII	A. B.	XLVIII	A. M.
XVIII	A. M.	XLIX	A. M.
XX	A. B.	LI	A. B.
XXII	Ph. M.	LII	B. S.
XXIII	A. M.	LIII	A. M.
XXIV	none	LIV	A. M.
XXV	A. M.	LV	A. M.
XXVI	B. S.	LVI	A. B.
XXVII	A. B.	LVII	A. M.
XXVIII	A. B.	LVIII	A. M.
XXIX	B. E.	LIX	A. M.
XXX	none		

Numbers IX, XVI, XIX, XXI, XXXI, XXXVII, XLII and L did not answer question.

22 Institutions answered "A. M."
15 Institutions answered "A. B."
8 Institutions answered "B. S."
3 Institutions answered "none"
1 Institution answered "Ph. M."
1 Institution answered "B. E."
1 Institution answered "Ph. D."

* Institution may be identified in Appendix B.

T A B L E X X I V .

(Question 27)

Does person in charge of correspondence study
grade any manuscripts?
(57 Institutions)

Institution*	Answer	Institution*	Answer
I	No	XXXI	No
II	No	XXXII	No
III	No	XXXIII	No
IV	Yes	XXXIV	Yes
V	No	XXXV	No
VI	No	XXXVI	No
VII	Yes	XXXVII	No
VIII	No	XXXIX	No
IX	No	XL	No
X	No	XLI	Yes
XI	No	XLII	No
XII	No	XLIII	No
XIII	No	XLIV	Yes
XIV	Yes	XLV	No
XV	Yes	XLVI	No
XVI	Yes	XLVII	Yes
XVII	No	XLVIII	Yes
XVIII	Yes	XLIX	No
XX	No	L	No
XXI	No	LI	No
XXII	No	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	No	LIV	No
XXV	No	LV	Yes
XXVI	Yes	LVI	No
XXVII	Yes	LVII	No
XXVIII	No	LVIII	Yes
XXIX	No	LIX	Yes
XXX	No		

Numbers XIX and XXXVII did not answer question.

19 Institutions answered "Yes"
38 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X X V.

(Question 28)

Percent of time of person in charge of correspondence
study devoted to grading manuscripts.
(12) Institutions)

Institution*	Percent	Institution*	Percent
VII	1	XLVII	10
XIV	5	XLVIII	1
XVI	1	LII	2
XXVI	10	LV	20
XXXIV	15	LVIII	10
XLI	20	LIX	Small

Numbers IV, XV, XVIII, XIX, XXIII, XXVII, XXXVII, XLIV, and LIII did not answer question.

1 Institution answered "Small"
38 Institutions indicated "None" (See Table XXIII)

Range 1-20
Mean 8.6

* Institution may be identified in Appendix B.

Two persons in charge of correspondence study devote 20% of their time to the grading of manuscripts while 9 others devote lesser amounts of time to this work. The range of this distribution is 1-20%, the mean is 8.6% and the standard deviation is 6.9. One institution answered "small."

29. Does he prepare any of the outlines? (Replies received, 94.9%. See Table XXVI.)

These replies indicate that 16 persons in charge of correspondence study prepare some of the outlines for the courses and 40 do not.

T A B L E X X V I.

(Question 29)

Does person in charge of correspondence study
prepare any outlines?
(56 Institutions)

Institution*	Answer	Institution*	Answer
I	No	XXX	No
II	No	XXXI	No
III	No	XXXII	No
IV	Yes	XXXIV	Yes
V	No	XXXV	No
VI	No	XXXVI	No
VII	Yes	XXXVIII	No
VIII	No	XXXIX	No
IX	No	XL	No
X	No	XLI	Yes
XI	No	XLII	No
XII	No	XLIII	No
XIII	No	XLIV	Yes
XIV	No	XLV	No
XV	No	XLVI	No
XVI	Yes	XLVII	Yes
XVII	No	XLVIII	Yes
XVIII	No	XLIX	No
XX	No	L	No
XXI	No	LI	No
XXII	Yes	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	No	LIV	No
XXV	No	LV	Yes
XXVI	No	LVI	No
XXVII	Yes	LVII	No
XXVIII	No	LVIII	Yes
XXIX	No	LIX	Yes

Numbers XIX, XXXIII and XXXVII did not answer question.

16 Institutions answered "Yes"

40 Institutions answered "No"

* Institution may be identified in Appendix B.

30. If answer to question 29 is "yes," approximately what percent of his time is devoted to preparing outlines? (Replies received, 52.5% of those not answering "no" to question 29. See Table XXVII.)

T A B L E X X V I I.

(Question 30)

Percent of time of person in charge of correspondence study devoted to preparing outlines.
(10 Institutions)

Institution*	Percent	Institution*	Percent
VII	1	XLVIII	1
XXXIV	3	LII	2
XLI	Small	LIII	10
XLIV	8	LV	6
XLVII	1	LIX	Small

Numbers IV, XVI, XIX, XXII, XXIII, XXVII, XXXIII, XXXVII and LVIII did not answer question.

2 Institutions answered "Small"

40 Institutions indicated "None" (See Table XXV)

Range 1-10

Mean 4

* Institution may be identified in Appendix B.

One person in charge of correspondence study devotes 10% of his time to the preparing of outlines while 7 others devote lesser amounts of their time to this work. The range of this distribution is 1-10%, the mean is 4% and the standard deviation is 3.3. Two institutions answered "small."

III. Enrollment of Students.

31. How many students were enrolled on February 15, 1929, in (a) residence courses for college credit, (b) residence courses for high school credit, (c) correspondence study courses for college credit, (d) correspondence study courses for high school credit, (e) correspondence study courses for no credit? (Replies received: (a) 83%; (b) 76.3%; (c) 90%; (d) 84.7%; (e) 83%. See Table XXVIII.)

Forty-nine institutions have 32,947 resident students enrolled for college credit; 45 institutions have 2,155 resident students enrolled for high school credit; 53 institutions have 16,554 correspondence study students enrolled for college credit; 50 institutions have 945 correspondence study students enrolled for high school credit; and 49 institutions have 64 correspondence study students enrolled for no credit. These totals include all institutions answering the question. Many of them reported no students enrolled in some of the divisions. Only 4 institutions have students enrolled in (e) correspondence study for no credit. These institutions are: Arkansas State Teachers College, Conway, Arkansas, 57 students; Kansas State Teachers College, Emporia, Kansas 3 students; Kansas State Teachers College, Hays, Kansas, 3 students; and Western State Teachers College, Gunnison, Colorado, 1 student.

32. How many students completed correspondence study courses during the last year? (Use school year, fiscal year, calendar year, or any other 12-month period used in your records.) (Replies received, 86.4%. See Table XXIX.)

T A B L E X X V I I I .

(Question 31)

Enrollment, on February 15, 1929, in

- (a) residence classes for college credit
- (b) residence classes for high school credit
- (c) correspondence courses for college credit
- (d) correspondence courses for high school credit
- (e) correspondence courses for no credit

(55 Institutions)

Institution*	a	b	c	d	e
I	300	13	80	0	0
II	517	100	1,117	284	57
III	368	0	228	0	1
IV	1,554	179	869	6	0
V	250	50	100	25	0
VI	412	0	0	0	0
VII	960	0	345	0	0
VIII	1,337	0	729	0	0
IX	2,117	20	246	0	0
X	1,372	0	948	7	3
XI	532	0	698	75	3
XIV			169	199	0
XV	1,056	0	277	0	0
XVI	151				
XVII	2,103	0	888	0	0
XVIII	290		980		
XIX	2,087	292	759	0	0
XX	553	0	111	4	0
XXI	485	141	201	8	0
XXII	625	0	87	0	0
XXIII	537	110	245	1	0
XXIV	870	0	1,376	0	0
XXVI		0	347	38	0
XXVIII	754	111	266	1	0
XXIX	557	147	131	0	0
XXX	603	20	145	2	0
XXXI			175		0
XXXII	155	200	236	55	0
XXXIII		0		0	0
XXXIV			16	10	
XXXV	280	0	55	0	0
XXXVI	586		100		
XXXVII	801	0	258	0	0
XXXVIII	1,303	364	409	0	0

(Table continued on next page.)

T A B L E X X V I I I (continued)

(Question 31)

Enrollment, on February 15, 1929, in

- (a) residence classes for college credit
- (b) residence classes for high school credit
- (c) correspondence courses for college credit
- (d) correspondence courses for high school credit
- (e) correspondence courses for no credit

(55 Institutions)

Institution*	a	b	c	d	e
XXXIX			414	100	
XL			4		
XLI	8	0	200	9	0
XLII	400	0	25	3	0
XLIII	210		120	62	
XLIV	900		800	0	0
XLV	238	97	69	0	0
XLVI	808	154	351	6	0
XLVII	799	144	450	20	0
XLVIII	390	0	120	0	0
XLIX	494	0	345	0	0
L	900		63		0
LI	825	0	210	0	0
LII	615	0	40	0	0
LIII	60	0	25	0	0
LIV	249	13	25	5	0
LV	190	0	68	0	0
LVI	208	0	174	20	0
LVII	1,135	0	274	11	0
LVIII	333	0	18	3	0
LIX	670	0	165	0	0
	32,947	2,155	16,554	945	64

Numbers XII, XIII, XXV and XXVII did not answer question.

(a) 49 institutions report 32,947 students in residence classes for college credit

(b) 45 institutions report 2,155 students in residence classes for high school credit

(c) 53 institutions report 16,554 students in correspondence courses for college credit

(d) 50 institutions report 945 students in correspondence courses for high school credit

(e) 49 institutions report 64 students in correspondence courses for no credit

* Institution may be identified in Appendix B.

T A B L E X X I X.

(Question 32)

Number of students completing correspondence
courses during last 12-month period.
(51 Institutions)

Institutions*	Completions	Institutions*	Completions
I	79	XXXIV	27
II	1,796	XXXV	98
IV	1,538	XXXVI	121
V	125	XXXVII	376
VI	53	XXXVIII	523
VII	448	XXXIX	588
VIII	467	XL	3
IX	233	XLI	230
X	670	XLII	80
XI	817	XLIII	101
XIII	1,400	XLIV	1,400
XV	434	XLVI	185
XVI	28	XLVII	520
XVII	570	XLVIII	200
XIX	575	XLIX	110
XX	140	L	50
XXI	208	LI	150
XXII	148	LII	34
XXIII	188	LIII	42
XXIV	1,071	LIV	34
XXV	468	LV	86
XXVI	982	LVI	178
XXVIII	251	LVII	55
XXIX	151	LVIII	67
XXX	126	LIX	168
XXXII	428		

Numbers III, XII, XIV, XVIII, XXVII, XXXI, XXXIII and XLV did not answer question.

51 institutions reported 18,820 students completing correspondence courses during last 12-month period.

* Institution may be identified in Appendix B.

Replies from 51 institutions show that a total of 18,820 students completed correspondence study courses during the last 12-month period.

33. What are the inclusive dates of this period? (Replies received, 84.7%.)

Fifty of the 51 institutions replying to question 32 indicated that the 12-month period referred to lies between September 1, 1927, and February 1, 1929. Nine institutions did not answer the question.

34. What was the total number of enrollments received during the 12-month period? (Count each course issued as one enrollment.) (Replies received, 83%. See Table XXX.)

Replies from 49 institutions show that a total of 24,933 enrollments were received during the last 12-month period.

35. Do you believe the answers to questions 32 and 34 will give a fair index to the percent of enrollments that are carried through to completion? (Replies received, 74.6%. See Table XXI.)

Forty institutions answered this question affirmatively while 4 negative answers were received.

IV. Some Financial Aspects.

36. What is the annual salary of the person in charge of correspondence study? (Replies received, 83%. See Table XXII.)

The range of this distribution of 48 replies is \$765.00-\$4,800.00. The mean is \$2,885.06 and the standard deviation is 866.01. One institution answered "fees."

T A B L E X X X.

(Question 34)

Number of enrollments in correspondence
courses during last 12-month period.
(49 Institutions)

Institution*	Enrollments	Institution*	Enrollments
I	85	XXXIV	34
II	2,245	XXXV	118
IV	1,986	XXXVI	170
V	318	XXXVII	388
VI	53	XXXVIII	550
VII	386	XXXIX	900
VIII	602	XL	6
IX	299	XLI	352
X	968	XLII	90
XI	1,151	XLIII	182
XIII	1,644	XLIV	1,550
XV	525	XLVI	280
XVII	1,333	XLVII	650
XIX	933	XLVIII	415
XX	307	XLIX	375
XXI	242	LI	395
XXII	174	LII	54
XXIII	283	LIII	60
XXIV	1,231	LIV	45
XXV	638	LV	94
XXVI	897	LVI	208
XXVIII	308	LVII	225
XXIX	167	LVIII	95
XXX	172	LIX	200
XXXII	543		

Numbers III, XII, XIV, XVI, XVIII, XXVII, XXXI, XXXIII, XLV and L did not answer question.

49 Institutions reported 24,933 enrollments in correspondence courses during the last 12-month period.

* Institution may be identified in Appendix B.

T A B L E X X X I.

(Question 35)

Opinion as to whether number of students completing correspondence courses in 12-month period compared with number of students enrolling for correspondence courses during same period yields a fair index to percent of enrollments carried through to completion.
(44 Institutions)

Institution*	Opinion	Institution*	Opinion
I	Yes	XXXVI	Yes
II	Yes	XXXVII	Yes
IV	No	XXXVIII	Yes
V	Yes	XXXIX	Yes
VII	Yes	XL	Yes
VIII	Yes	XLI	No
IX	Yes	XLII	Yes
X	Yes	XLIII	Yes
XI	Yes	XLIV	Yes
XIII	Yes	XLVI	Yes
XVII	Yes	XLVII	Yes
XIX	Yes	XLVIII	Yes
XXI	Yes	XLIX	Yes
XXIII	Yes	LI	Yes
XXIV	Yes	LII	Yes
XXVI	No	LIII	Yes
XXVIII	Yes	LIV	Yes
XXIX	Yes	LV	Yes
XXX	Yes	LVI	Yes
XXXII	Yes	LVII	No
XXXIV	Yes	LVIII	Yes
XXXV	Yes	LIX	Yes

Numbers III, VI, XII, XIV, XV, XVIII, XX, XXII, XXV, XXVII, XXXI and XXXIII did not answer question.

Numbers XVI, XLV and L answered "Yes" but answers are not tabulated above because these institutions did not answer both questions 32 and 34. (See Tables XXVIII and XXIX.)

40 Institutions answered "Yes"

4 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X X X I I .

(Question 36)

Annual Salary of person in charge of
correspondence study
(49 Institutions)

Institution*	Salary	Institution*	Salary
I	\$2,928.	XXXII	\$3,500.
II	2,830.	XXXIII	2,040.
III	3,500.	XXXIV	2,500.
IV	3,000.	XXXV	2,340.
V	2,200.	XXXVI	2,220.
VI	3,500.	XXXVIII	3,360.
VII	3,200.	XXXIX	3,000.
VIII	3,600.	XL	1,700.
IX	765.	XLI	3,300.
X	2,600.	XLII	960.
XI	4,000.	XLIII	2,800.
XIII	3,400.	XLIV	4,800.
XIV	3,600.	XLV	2,000.
XV	2,470.	XLVI	3,000.
XVI	3,600.	XLVII	3,600.
XVII	2,200.	XLVIII	3,600.
XVIII	4,500.	XLIX	3,100.
XX	1,800.	LI	2,900.
XXI	1,531.	LIII	Fees
XXIII	2,600.	LIV	3,500.
XXIV	2,100.	LV	2,760.
XXVII	3,500.	LVI	2,280.
XXVIII	2,160.	LVII	4,000.
XXIX	3,960.	LVIII	4,000.
XXX	1,680.		

Numbers XII, XIX, XXII, XXV, XXVI, XXXI, XXXVII, L, LII and LIX did not answer question.

Range \$765-4,800

Mean 2,885.06

* Institution may be identified in Appendix B.

37. How many months' work does this salary cover? (Replies received, 80%. See Table XXXIII.)

In 32 institutions the person in charge of correspondence study receives a salary on the basis of 12 months; in 6 institutions, 11 months; in 3 institutions, 10.5 months; in 3 institutions, 10 months; and in 3 institutions, 9 months. The average is 11.4 months.

38. What percent of this salary is charged against the correspondence study department? (Replies received, 64.4%. See Table XXXIV.)

Twenty institutions answered "none" while 3 others indicate that 100% of this salary is charged against the correspondence study department. The other replies are widely scattered, as is indicated in the table referred to above. The average is 20.5%.

39. Is the correspondence study department independent financially, i.e., does the income from fees equal the cost of administration, instruction, revision of courses, supplies, etc.? (Do not consider the cost of buildings, rent, heat, light, and similar charges.) (Replies received, 91.5%. See Table XXXV.)

Thirty-two institutions indicate that the fees are sufficient to cover the cost of maintenance of the correspondence study department while 22 institutions state that the fees do not cover this cost.

40. If your fee is on the credit hour basis only, what is it per hour for (a) residents of your state and, (b) for non-residents of your state? (Replies received, 80%. See Table XXXVI.)

In every case where both parts of the questions were answered the fee is the same for both residents and non-

T A B L E X X X I I I .

(Question 37)

Number of months comprising year's work of person
in charge of correspondence study.
(47 Institutions)

Institution*	Months	Institution*	Months
I	12	XXXIV	10
II	12	XXXV	12
IV	11	XXXVI	11
V	10.5	XXXVIII	12
VI	11	XXXIX	11
VIII	12	XL	12
IX	9	XLI	10.5
X	11	XLII	12
XI	12	XLIII	10.5
XIII	12	XLIV	12
XIV	12	XLV	12
XV	12	XLVI	12
XVI	10	XLVII	12
XVII	12	XLVIII	12
XVIII	12	XLIX	12
XX	12	LI	12
XXI	9	LII	12
XXIII	11	LIII	10
XXIV	12	LIV	12
XXVII	12	LV	12
XXVIII	9	LVI	12
XXX	12	LVII	12
XXXII	12	LVIII	12
XXXIII	12		

Numbers III, VII, XII, XIX, XXII, XXV, XXVI, XXIX,
XXXI, XXXVII, L and LIX did not answer question.

32 Institutions answered "12"
6 Institutions answered "11"
3 Institutions answered "10.5"
3 Institutions answered "10"
3 Institutions answered "9"

Range 9-12
Mean 11.4

* Institution may be identified in Appendix B.

T A B L E X X X I V .

(Question 38)

Percent of director's salary charged against
correspondence study department.
(38 Institutions)

Institution*	Percent	Institution*	Percent
I	0	XXXII	8
II	0	XXXIV	25
III	25	XXXV	0
IV	50	XXXVI	0
V	33.3	XXXVIII	28
VII	25	XXXIX	60
VIII	50	XL	0
IX	0	XLI	0
X	50	XLII	12.5
XIII	0	XLV	0
XV	100	XLVII	50
XVIII	0	XLVIII	0
XXI	100	LI	0
XXIV	0	LIII	100
XXV	0	LIV	0
XXVII	5	LV	0
XXVIII	0	LVI	0
XXIX	33.3	LVII	25
XXX	0	LVIII	0

Numbers VI, XI, XII, XIV, XVI, XVII, XIX, XX, XXII, XXIII, XXVI, XXXI, XXXIII, XXXVII, XLIII, XLIV, XLVI, XLIX, L, LII and LVIII did not answer question.

Range 0-100
Mean 20.5

* Institution may be identified in Appendix B.

T A B L E X X X V.

(Question 39)

Is correspondence study department
independent financially?
(54 Institutions)

Institution*	Answer	Institution*	Answer
I	No	XXIX	Yes
II	No	XXX	No
III	Yes	XXXI	Yes
IV	No	XXXII	Yes
V	Yes	XXXIV	No
VI	No	XXXV	No
VII	Yes	XXXVI	No
VIII	Yes	XXXVII	Yes
IX	No	XXXVIII	No
X	No	XXXIX	Yes
XI	No	XL	No
XII	Yes	XLI	No
XIII	Yes	XLII	Yes
XIV	Yes	XLIII	No
XV	No	XLIV	Yes
XVI	No	XLV	Yes
XVII	No	XLVII	Yes
XVIII	Yes	XLVIII	Yes
XIX	No	L	No
XX	Yes	LI	Yes
XXI	No	LII	Yes
XXII	Yes	LIII	Yes
XXIV	No	LV	Yes
XXV	Yes	LVI	Yes
XXVI	Yes	LVII	Yes
XXVII	Yes	LVIII	Yes
XXVIII	Yes	LIX	Yes

Numbers XXII, XXXIII, XLVI, XLIX and LIV did not answer question.

32 Institutions answered "Yes"

22 Institutions answered "No"

* Institution may be identified in Appendix B.

T A B L E X X X V I.

(Question 40)

Fee per credit hour# for (a) residents of the state,
and (b) non-residents of the state.
(47 Institutions)

Institution*	Fee(a)	Fee(b)	Institution*	Fee(a)	Fee(b)
I	\$3.50	\$3.50	XXXII	\$2.50	\$2.50
II	2.50	2.50	XXXIII	2.00	2.00
III	2.50	2.50	XXXIV	1.75	1.75
IV	2.75	2.75	XXXV	2.37	2.37
V	2.50	2.50	XXXVI	2.00	2.00
VII	3.75	3.75	XXXVII	2.50	2.50
VIII	6.25	6.25	XXXVIII	4.00	4.00
IX	3.00	3.00	XXXIX	4.00	4.00
XIII	3.50	3.50	XLI	2.00	2.00
XIV	3.50	3.50	XLIII	2.00	2.00
XVIII	3.00	3.00	XLIV	4.00	4.00
XIX	3.00	3.00	XLV	2.67	2.67
XX	2.50	2.50	XLVI	3.33	3.33
XXI	4.00	4.00	XLVII	2.67	2.67
XXII	4.80	4.80	XLVIII	3.33	3.33
XXIII	3.00	3.00	L	4.00	4.00
XXIV	3.00	3.00	LII	2.50	2.50
XXV	5.00	5.00	LIII	3.00	3.00
XXVI	2.50	2.50	LV	5.00	5.00
XXVII	3.00	3.00	LVI	5.00	5.00
XXVIII	3.00	3.00	LVII	5.00	5.00
XXIX	3.00	3.00	LVIII	4.00	4.00
XXX	3.00	3.00	LIX	4.00	4.00
XXI	2.75	2.75			

Numbers XII, XVII, XLII and XLIX did not answer question.

Numbers VI, X, XI, XV, XL and LI answered only one part of question.

Numbers XVI and LIV do not permit the enrollment of students who are non-residents of the state.

Range \$1.75-6.25

Mean 3.25

Credit hour is either semester hour or quarter hour.

* Institution may be identified in Appendix B.

residents of the state. Two institutions indicated that enrollments from non-residents of the state are not accepted. The range is \$1.75-\$6.25 with an average of \$3.25.

V. General Information.

41. If you have a distribution of marks given to all students who completed correspondence study courses during the last 12-month period, what is it in percents? (Replies received, 40.6%. See Table XXXVII.)

Wide diversity of practice is noted in each of the grade classifications. Two institutions report as many as 30% A's while one institution reported 0% of A's in the distribution. Of the 24 institutions replying to this question 10 assign 20% or more A's to correspondence students; 4 institutions assign between 10 and 19% A's; and 10 institutions assign less than 10% A's. (See Graph I.)

In the distribution of B's 2 institutions report more than 70%; 2 institutions report between 60 and 69%; 5 institutions report between 50 and 59%; 5 institutions report between 40 and 49%; 4 institutions report between 30 and 39%; 5 institutions report between 20 and 29%; and 1 institution reports less than 20%. (See Graph I.)

In the distribution of C's 2 institutions report more than 60%; 5 institutions report between 50 and 59%; 3 institutions report between 40 and 49%; 2 institutions report between 30 and 39%; 5 institutions report between 20 and 29%; 6 institutions report between 10 and 19%; and one institution reports less than 10%. (See Graph I.)

T A B L E X X X V I I.

(Question 41)

Distribution of marks given to all students
completing correspondence courses during
last 12-month period.
(24 Institutions)

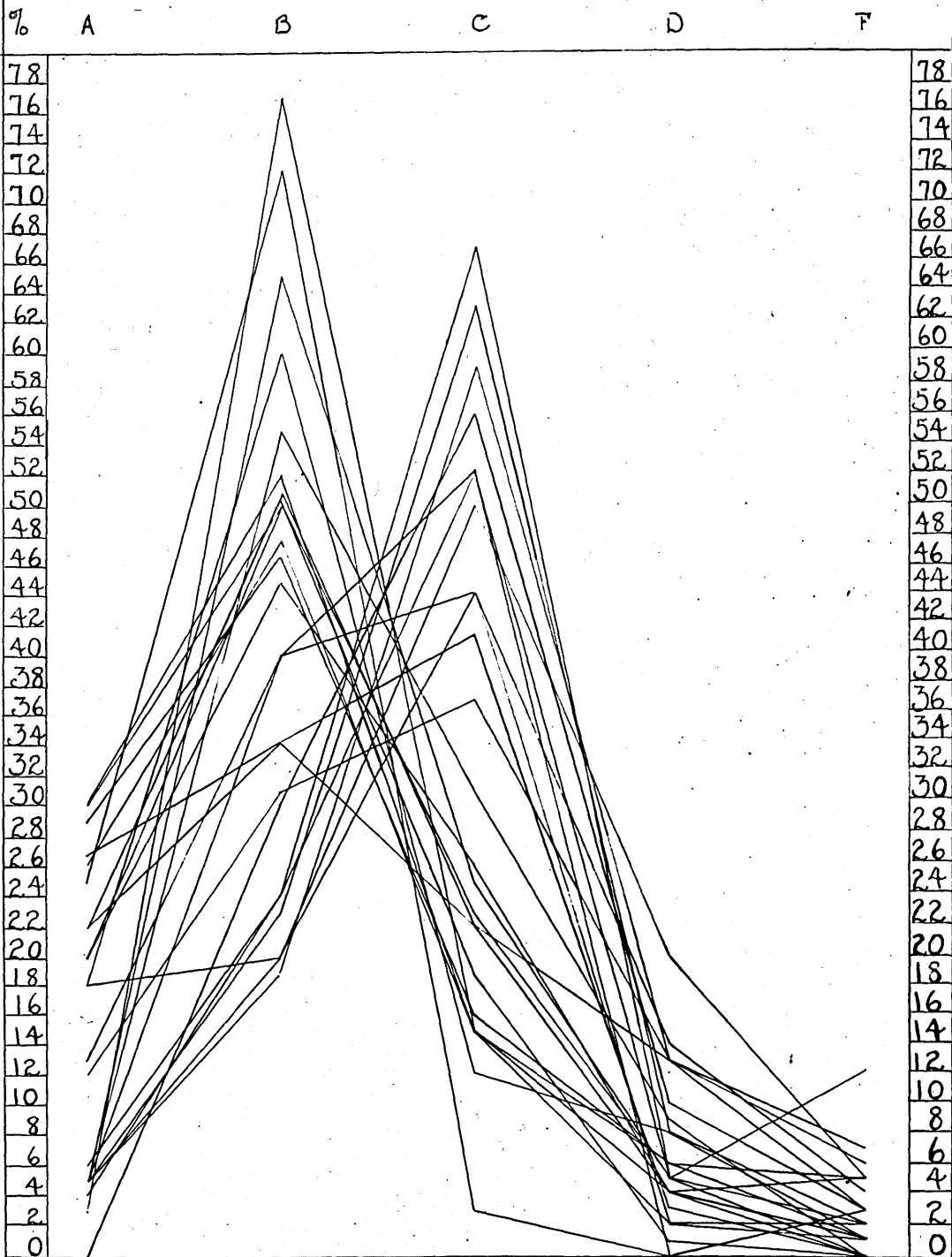
Institution*	Percent A	Percent B	Percent C	Percent D	Percent F
IV	22	34	41	3	0
X	22	51	22	4	1
XI	0	30	57	10	3
XIII	6	25	53	5	12
XV	12	31	37	13	7
XVII	30	50	19	1	
XXI	5	23	63	8	1
XXII	4	24	67	5	0
XXIII	5	65	25	5	0
XXIV	18	20	44	14	4
XXVI	13	40	43	2	2
XXIX	20	45	26	4	5
XXX	3	77	15	5	0
XXXV	30	52	15	2	1
XLI	5	40	52	0	3
XLIII	5	20	50	20	5
XLV	20	50	23	5	2
LII	25	72	3		
LIII	18	60	12	8	2
LIV	5	19	59	14	3
LV	26	34	22	12	6
LVI	29	47	17	6	1
LVII	26	48	15	6	5
LVIII	5	55	31	9	

Numbers I, II, III, V, VI, VII, VIII, IX, XII, XIV, XVI, XVIII, XIX, XX, XXV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXVI, XXXVII, XXXVIII, XXXIX, XL, XLII, XLIV, XLVI, XLVII, XLVIII, XLIX, LI, LIX did not answer question.

Number L answered the question but accounted for only 95% of the cases.

* Institution may be identified in Appendix B.

GRAPH I
Distribution of grades assigned to all students completing
correspondence courses during last 12 month period#
(24 Institutions)



Last 12-month period for which complete data are available.

In the distribution of D's 1 institution reports 20%; 5 institutions report between 10 and 14%; 10 institutions report between 5 and 9%; and 7 institutions report 4% or less. (See Graph I.)

In the distribution of F's 1 institution reports 12%; 1 institution reports between 7 and 9%; 5 institutions report between 4 and 6%; and 15 institutions report 3% or less. Graph I shows the distribution of correspondence study grades as reported by 24 institutions. (See Graph I.)

42. If you have a distribution of marks given to all students who completed resident courses in your institution during the 12-month period mentioned above, what is it in percents? (Replies received, 32.2%. See Table X(XVIII).)

Of the 19 institutions replying to this question 2 institutions report more than 15% A's assigned; 14 institutions report between 10 and 14%; 1 institution reports between 5 and 9%; and 2 institutions report 4% or less of A's assigned. (See Graph II.)

In the distribution of B's 2 institutions report more than 40% assigned; 2 institutions report between 35 and 39%; 8 institutions report between 30 and 34%; 5 institutions report between 25 and 29%; and 2 report 20%. (See Graph II.)

In the distribution of C's 1 institution reports 57% assigned; 1 institution reports 50%; 2 institutions report between 45 and 49%; 11 institutions report between 40 and 44%; and 4 institutions report between 35 and 39%. (See Graph II.)

T A B L E X X X V I I I .

(Question 42)

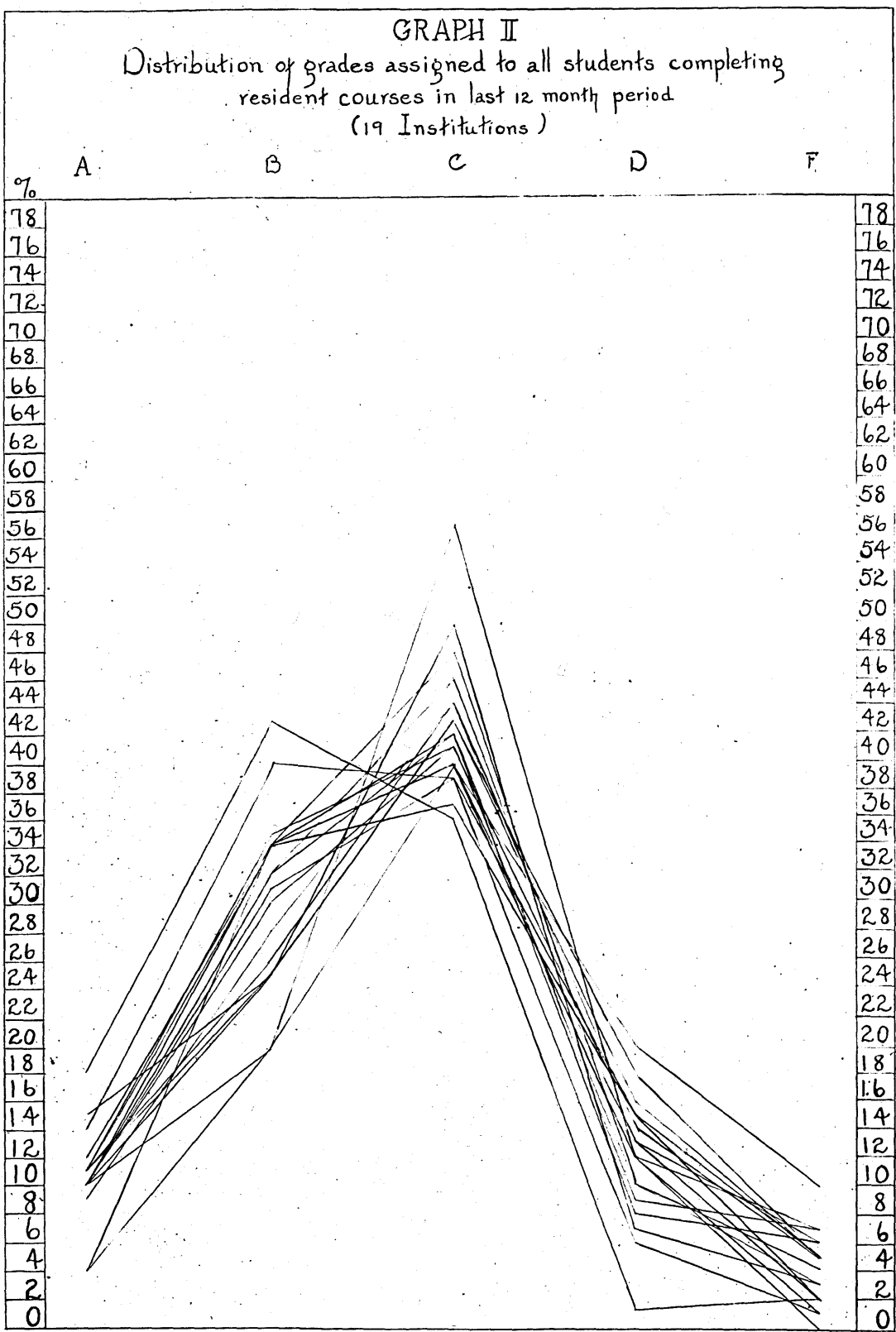
Distribution of marks given to all students completing
resident courses during last 12-month period.
(19 Institutions)

Institution*	Percent A	Percent B	Percent C	Percent D	Percent E
IV	11	26	44	14	5
X	9	28	44	13	6
XI	4	34	48	10	4
XVII	11	35	41	10	3
XXI	4	20	57	12	7
XXIII	10	30	41	14	5
XXIV	10	32	42	9	7
XXVI	10	32	46	12	0
XXIX	11	25	43	16	5
XXXIII	18	43	36	1	2
XXXV	11	34	40	13	2
XLI	14	40	39	6	1
XLII	10	25	43	18	4
XLV	10	31	39	15	5
L	12	34	37	15	2
LI	10	20	40	20	10
LIII	15	25	50	7	3
LV	10	34	42	8	6
LVI	10	37	40	12	1

Numbers I, II, III, V, VI, VII, VIII, IX, XII, XIII, XIV, XV, XVI, XVIII, XIX, XX, XXII, XXV, XXVII, XXX, XXXI, XXXII, XXXIV, XXXVI, XXXVII, XXXVIII, XXXIX, XL, XLIII, XLIV, XLVI, XLVII, XLVIII, XLIX, LII, LIV, LVII, XVIII and LIX did not answer question.

Number XXVIII answered the question but accounted for only 82% of the cases.

* Institution may be identified in Appendix B.



In the distribution of D's 1 institution reports 20% assigned; 4 institutions report between 15 and 19%; 9 institutions report between 10 and 14%; 4 institutions report between 5 and 9%; and 1 institution reports 1%. (See Graph II.)

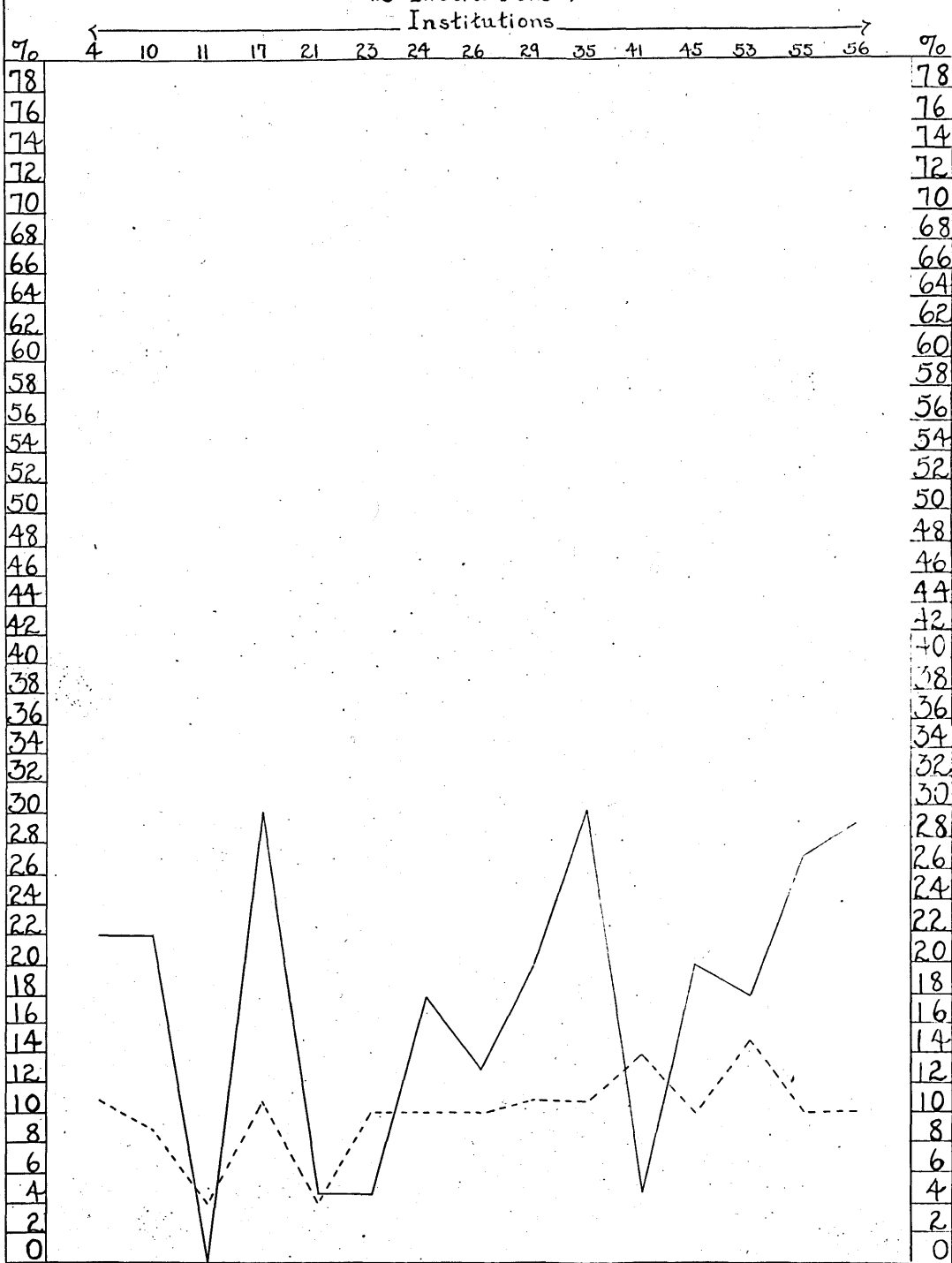
In the distribution of F's one institution reports 10% assigned; 2 institutions report 7%; 8 institutions report between 4 and 6%; and 8 institutions report 3% or less. Graph II shows a distribution of resident marks as reported by 19 institutions. (See Graph II.)

The percent of A's assigned to correspondence students sometimes differs widely from the percent of A's assigned to resident students in the same institution. These differences, as shown by the reports of the 15 institutions answering both questions 41 and 42, may be seen in Graphs III, IV, V and VI.

The 2 institutions assigning 30 percent A's to correspondence students assign 11 percent A's to resident students. One institution assigning 29 percent A's to correspondence students assigns 10 percent A's to resident students. One institution assigning 65 percent B's to correspondence students assigns 30 percent B's to resident students. One institution assigning 16 percent C's to correspondence students assigns 40 percent C's to resident students. One institution assigning 4 percent D's to correspondence students assigns 16 percent D's to resident students. One institution assigning 14 percent D's to

GRAPH III

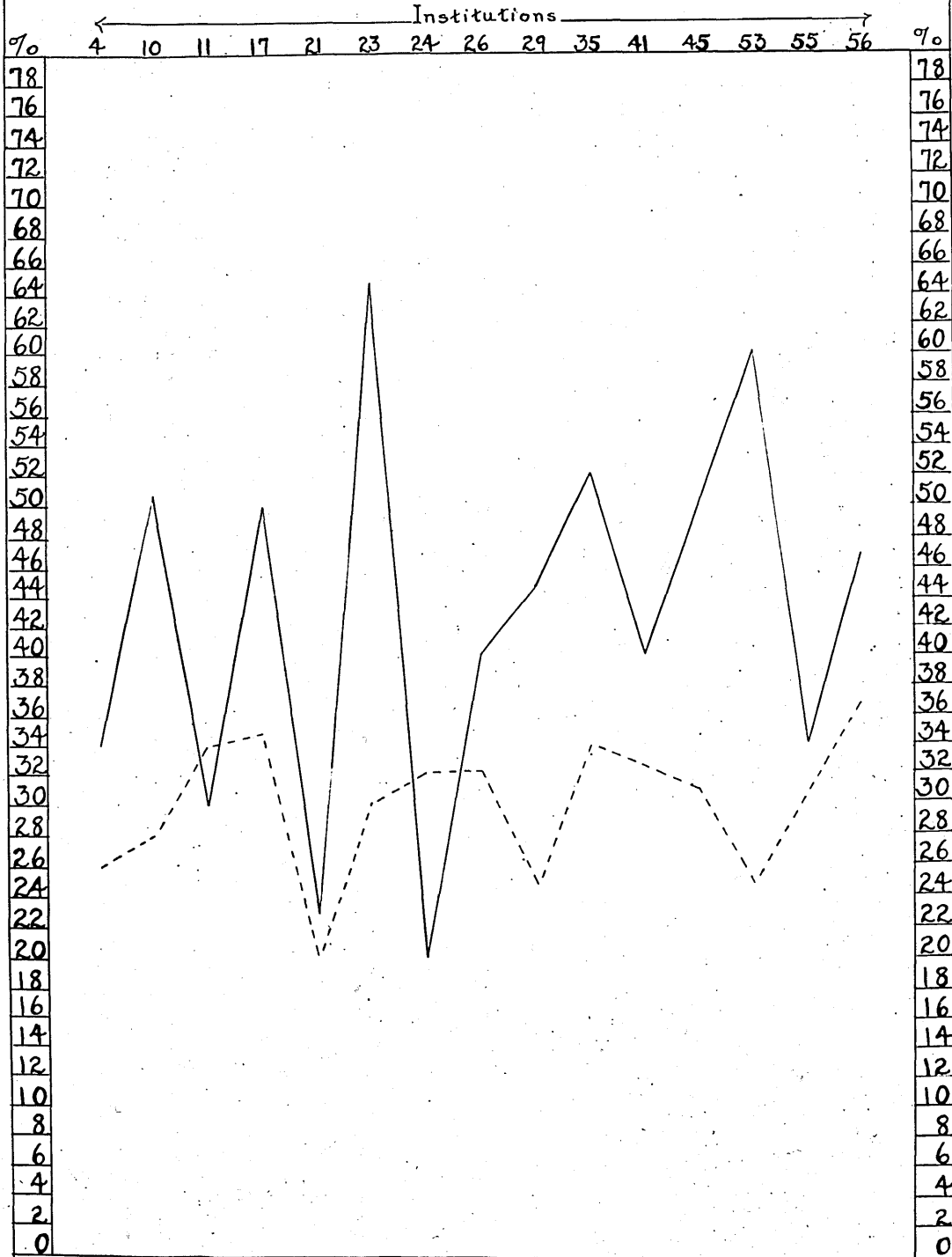
Percent of As assigned to all students completing
courses during last 12-month period
(15 Institutions*)



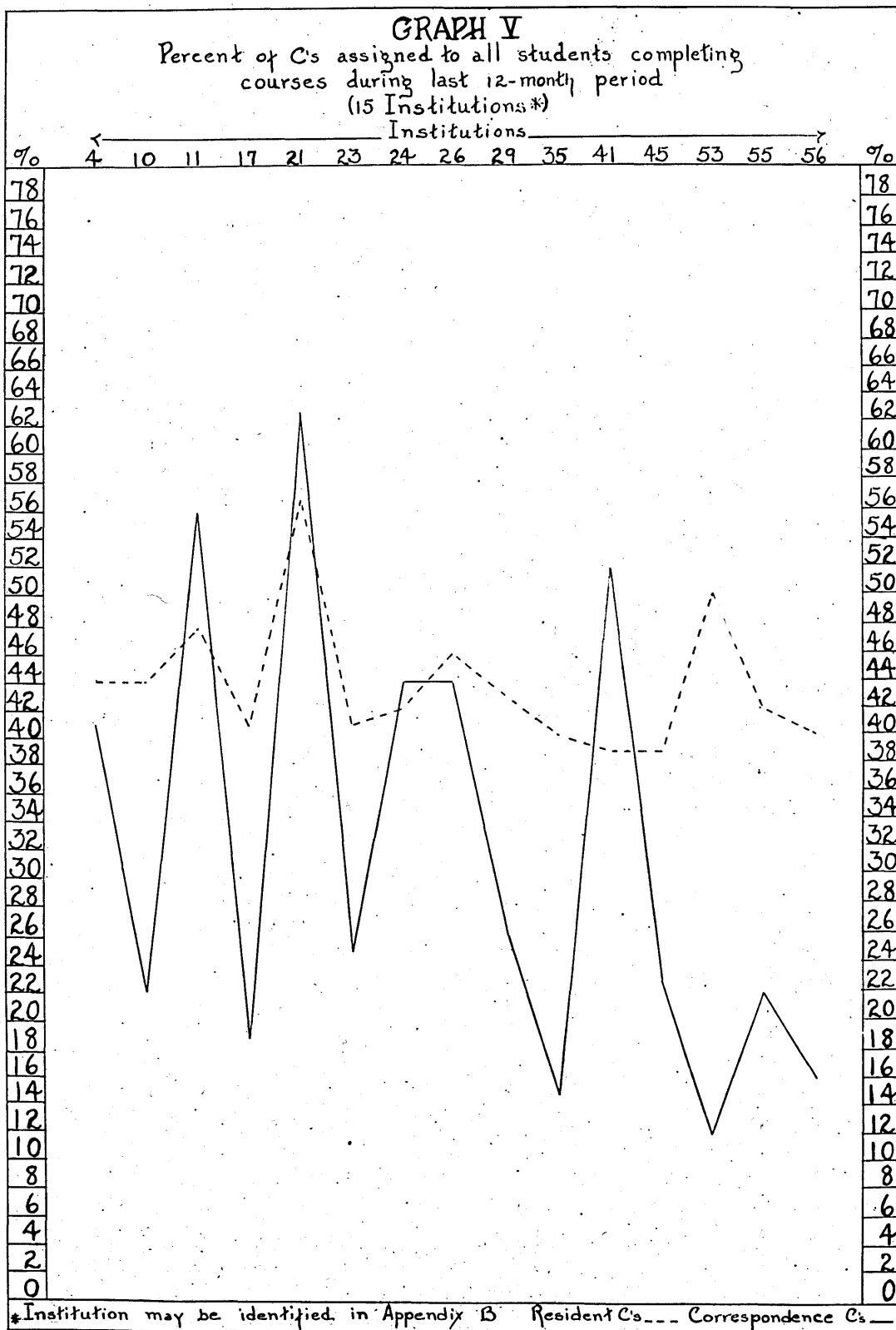
*Institution may be identified in Appendix B. Resident As-- Correspondence As--

GRAPH IV

Percent of Bs assigned to all students completing
courses during last 12-month period
(15 Institutions*)

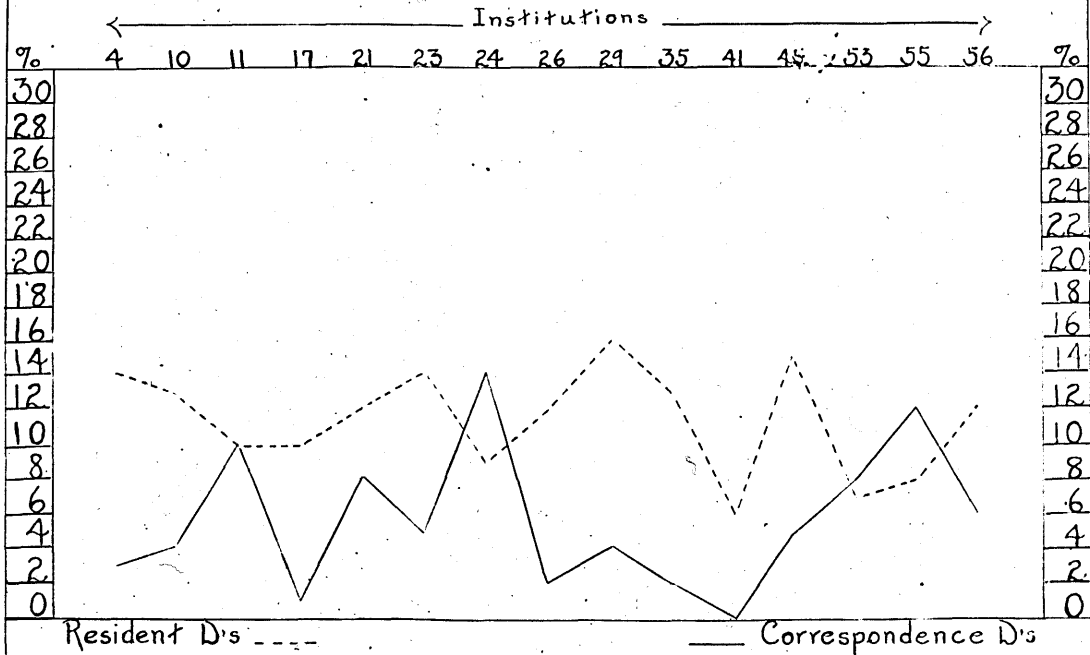


*Institution may be identified in Appendix B. Resident Bs--- Correspondence Bs---

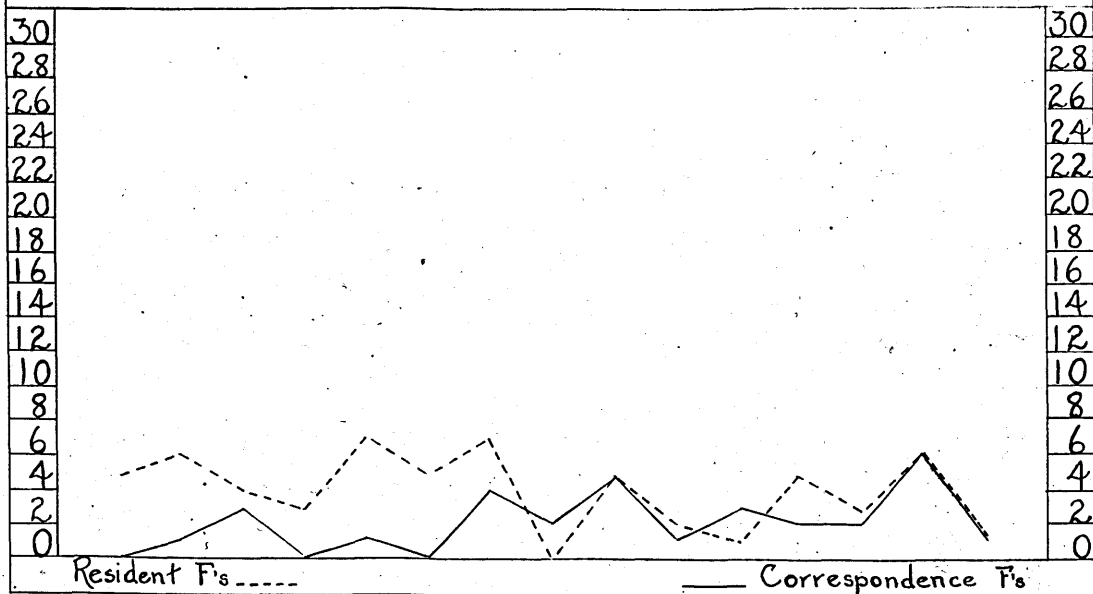


GRAPHS VI and VII

Percent of D's and F's assigned to all students completing
courses during last 12 month period
(15 Institutions*)



*Institution may be identified in Appendix B



correspondence students assigns 9 percent D's to resident students. One institution assigning zero percent F's to correspondence students assigns 7 percent F's to resident students while another institution assigning 1 percent F's to correspondence students assigns 7 percent F's to resident students.

43. Is it the goal of the department to have all correspondence study instruction given by (a) instructors who are teaching the same courses in residence? (b) instructors whose full time will be devoted to the correspondence study department? (Replies received, (a) 90%, (b) 74.6%. See Table XXXIX.)

In reply to the first part of the question (a) 42 institutions answered "yes" and 10 answered "no." In reply to the second part of the question (b) 10 institutions answered "yes" and 34 answered "no." One institution answered "no policy."

T A B L E X X X I X.

(Question 43)

Is goal of department to have all correspondence instruction in charge of

(a) instructors who teach the same courses in residence, or

(b) instructors who devote full time to correspondence?

(54 Institutions)

Institution*	(a)	(b)	Institution*	(a)	(b)
I	Yes	No	XXIX	No	Yes
II	Yes	No	XXX	Yes	No
III	Yes	No	XXXI	Yes	
IV	Yes	No	XXXII	Yes	No
V	Yes	No	XXXV	Yes	No
VI	No	Yes	XXXVI	Yes	
VII	Yes		XXXVII	Yes	No
VIII	Yes	No	XXXVIII	Yes	No
IX	Yes	No	XXXIX	Yes	No
X	No	Yes	XL	Yes	No
XI	No	Yes	XLII	Yes	No
XIII	Yes	No	XLIII	Yes	No
XIV	Yes	No	XLIV	Yes	No
XV	No	Yes	XLV	No	Yes
XVI	Yes	No	XLVI	No	Yes
XVII	Yes	No	XLVII	Yes	No
XVIII	Yes		XLVIII	Yes	No
XIX	Yes		XLIX	Yes	No
XX	No	Yes	L	Yes	
XXI	Yes	No	LI	Yes	No
XXII		No	LII	Yes	
XXIII	Yes	No	LIII	No	Policy
XXIV	No	Yes	LV	Yes	No
XXV	Yes		LVI	Yes	No
XXVI	Yes	No	LVII	Yes	No
XXVII	Yes		LVIII	Yes	No
XXVIII	No	Yes	LIX	Yes	

Numbers XII, XXIII, XXXIV, XLI and LIV did not answer question.

- (a) 42 Institutions answered "Yes"
 (a) 10 Institutions answered "No"
 (b) 10 Institutions answered "Yes"
 (b) 34 Institutions answered "No"
 Number LIII answered "No Policy"

* Institution may be identified in Appendix B.

C H A P T E R V.

P R E S E N T A T I O N O F D A T A

(Catalog Analysis.)

The data upon which this chapter is based were gathered from the correspondence study catalogs of forty-seven institutions. These institutions may be identified in Appendix B.

The purpose of this catalog analysis is twofold; First, to ascertain the extent of the correspondence study offering of the institutions; and secondly, to disclose the diversity of this offering. In order to classify the subjects offered by the several institutions it was necessary to set up a list of subject headings. This was done by the writer after consulting with the staff of the Correspondence Study Department of the Kansas State Teachers College at Emporia, Kansas. The list includes 120 subjects.

Correspondence Study Courses of College Credit.

Needless to say, not all subjects are offered by all institutions. One subject (American history) is offered by 40 of the 47 institutions considered. European history and English literature are offered by 36 institutions. Sociology is offered by 35 institutions. History of education is offered by 34 institutions. Algebra is offered

by 33 institutions and methods is offered by 30 institutions. Subjects offered by 20 or more institutions include art, biology, economics, administration, principles of education, rural education, American literature, rhetoric and composition, economic geography, government, hygiene, home economics, manual arts, geometry, trigonometry, child psychology and educational psychology. All other subjects are offered by less than 20 institutions.

A number of subjects are offered by only one institution. They include criminology, teaching of French, teaching of science, oral and written composition, biogeography, mathematical geography, household sanitation, human anatomy, sex education, Latin elements in English, public school music, theory of music, genetic psychology, psychology of high school subjects and psychology of learning. The range of institutions offering a given subject is from 1 to 40.

Wide diversity of practice is also found in the total number of courses in a given subject. In English literature 36 institutions offer a total of 152 courses. Forty institutions offer 120 courses in American history and 36 institutions offer 109 courses in European history. The number of courses offered in other subjects, together with the number of institutions offering each subject will be found in Table XL.

T A B L E X L.

(Catalog Analysis)

Subjects offered by correspondence, number of institutions offering each subject, and total number of courses offered by all institutions offering a given subject.

(47 Institutions)

Subject*	Number of institutions offering subject**	Total number courses offered in subject
AGRICULTURE		
Animal Husbandry	15	28
Farm Crops	11	21
General	13	15
Horticulture and Gardening	9	9
Soils	4	4
Vocational	10	14
ART	23	45
ASTRONOMY	5	5
BIOLOGY	25	79
CHEMISTRY	6	14
COMMERCE		
Accounting	18	49
Business Admin.	5	7
Business Law	12	16
Penmanship	12	12
Salesmanship	4	5
Stenography	12	30
(Table continued on next page.)		

* The term "subject" is used to designate the general divisions of the curriculum. Each of the main divisions and subdivisions of the curriculum mentioned in this table is considered a "subject." A subject may be divided into several "courses." Example: American history is referred to as a subject. It may be divided into several courses, such as (a) colonial period, (b) national development, (c) the Civil War, (d) reconstruction period, etc. This distinction between "subject" and "course" will be used throughout this chapter.

** It should be noted that the numbers in this column do not refer to the institutional identification numbers found in Appendix B. The numbers in this column indicate the total number of institutions offering courses in the indicated subject.

T A B L E X L (CONTINUED)

Subject	Number of institutions offering subject	Total number courses offered in subject
CRIMINOLOGY	1	1
ECONOMICS	27	53
EDUCATION		
Administration	27	61
Curriculum	8	11
History of	34	53
Measurements	19	28
Methods	30	71
Parent Teachers Ass'n.	4	4
Primary-Kindergarten	11	17
Principles of	24	37
Rural	24	40
Supervision	14	26
Teaching of So. Subjects		
Agriculture	2	2
Commerce	2	2
English	6	9
French	1	1
Geography	9	12
History	7	7
Literature	3	4
Mathematics	16	23
Science	1	3
ENGLISH		
Adv. Composition	19	31
Expression	2	4
Grammar	6	6
Journalism	5	7
Literature		
American	29	43
Children's	11	13
English	36	152
Intro. to	2	3
Oral & Written Comp.	1	1
Rhetoric and Comp.	25	51
GEOGRAPHY		
Biogeography	1	1
Climatology	5	5
Economic	22	27
European	3	3
Mathematical	1	1
North America	9	9
Physiography	10	10
Political	5	5

(Table continued on next page.)

T A B L E X L (CONTINUED)

Subject	Number of institutions offering subject	Total number courses offered in subject
GEOGRAPHY (Continued)		
Principles of	17	20
Regional	7	9
South America	5	5
GEOLOGY	5	5
GOVERNMENT	27	64
HEALTH EDUCATION		
Adv. Physiology	3	3
Anatomy and Physiology	2	3
Household Sanitation	1	1
Human Anatomy	1	1
Hygiene	22	24
Physiology and Hygiene	7	8
School and Community Health	15	17
Sex Education	1	1
HOME ECONOMICS	22	65
HISTORY		
American	40	120
European	36	109
State	7	7
World	3	5
LATIN		
Composition	7	13
Grammar and Comp.	11	26
Latin Elements in English	1	1
Literature	19	78
MANUAL ARTS	20	55
MATHEMATICS		
Algebra	33	55
Arithmetic	7	8
Calculus	10	20
Equations	2	3
General	3	7
Geometry	26	49
History of	6	6
Industrial	2	2
Commercial	4	6
Trigonometry	28	29

(Table continued on next page.)

T A B L E X L (CONTINUED)

Subject	Number of institutions offering subjects	Total number courses offered in subject
MODERN LANGUAGES		
French		
Composition	4	9
Grammar and Reading	16	37
Literature	8	31
German		
Composition	2	2
Grammar and Reading	11	21
Literature	3	8
Spanish		
Composition	5	8
Grammar and Reading	14	35
Literature	10	27
MUSIC		
Composition	2	4
Harmony	3	7
History of	9	16
Orchestration	2	2
Public School	1	3
Theory	1	1
MYTHOLOGY	3	3
PHYSICAL EDUCATION	8	17
PHYSICS	7	16
PSYCHOLOGY		
Adoloscience	9	9
Child	29	31
Educational	24	40
Ethics	3	3
General	10	12
Genetic	1	1
Intro. to	16	17
Mental Hygiene	2	2
Philosophy	2	6
Of Elm. Sch. Subjects	2	2
Of H. S. Subjects	1	1
Of Learning	1	1
Social	9	10
SOCIOLOGY	35	98

Total number of catalogs analyzed, 47

Total number of subjects offered, according to divisions
set up by the writer, 120

Total number of courses offered by 47 institutions, 2,515

Average number of courses per institution, 53.5

Range, 6-152

Institutions considered in this study vary greatly in the number of subjects and courses offered by correspondence study. Colorado State Teachers College, Greeley, Colorado, offers a total of 134 courses in 54 subjects. Western State Normal School, Kalamazoo, Michigan, offers 120 courses in 42 subjects. Kansas State Teachers College, Emporia, Kansas, offers 106 courses in 53 subjects and Kansas State Teachers College, Pittsburg, Kansas, offers 100 courses in 50 subjects. Other institutions offer a smaller number of courses and subjects with State Normal School, Grenville, West Virginia offering only 6 courses in 6 subjects.

The range of subjects offered is from 6 to 54 with an average offering of 27.8 subjects. The range of courses offered is from 6 to 134 with an average offering of 53.5 courses.

A complete list of institutions studied in this chapter, together with the number of subjects and courses offered by each institution, will be found in Table XLI. The institutions shown in the table may be identified in Appendix B.

T A B L E X L I.

Total number of subjects# and courses# offered
by each institution.

(47 Institutions)

Institution*	Number subjects	Number courses
I	14	27
II	38	80
IV	54	134
V	18	29
VII	38	78
VIII	38	78
IX	39	86
X	53	106
XI	36	64
XII	50	100
XIII	19	32
XV	29	89
XVI	11	11
XVII	42	120
XVIII	43	92
XIX	41	94
XX	31	39
XXI	37	36
XXII	22	39
XXIII	30	53
XXIV	26	31
XXV	34	53
XXVI	19	21
XXVII	30	79
XXVIII	15	18
XXIX	30	57
XXX	28	12
XXXII	30	69
XXXIII	9	10
XXXV	23	34
XXXVI	36	57
XXXVIII	35	83
XXXIX	40	85

(Table continued on next page.0

See definition of "subject" and "course" in Table XL.

* Institution may be identified in Appendix B.

T A B L E X L I (CONTINUED)

Institution*	Number subjects	Number courses
XLI	22	42
XLII	25	40
XLIV	41	67
XLV	15	26
XLVI	38	96
XLIX	27	44
L	19	24
LI	16	29
LII	15	20
LIV	6	6
LV	10	10
LVI	15	23
LVII	25	54
LIX	27	47

Numbers III, VI, XIV, XXXI, XXXIV, XXXVII, XL, XLIII, XLVII, XLVIII, LIII and LVIII did not furnish catalogs for this analysis

Total number catalogs analyzed, 47

Total number of subjects offered by 47 institutions,

Average number of subjects per institution, 27.8

Total number of courses offered by 47 institutions, 2.515

Average number of courses per institution, 53.5

* Institution may be identified in Appendix B.

Correspondence Study Courses for High School Credit.

Of the 47 catalogs examined 20 show that correspondence courses are offered for high school credit. A total of 317 such courses are offered. Kansas State Teachers College, Hays, Kansas, offers 38, the largest number of courses offered by one institution. Central State Teachers College, Edmond, Oklahoma, offers 30 courses. Kansas State Teachers College, Emporia, Kansas, offers 29, while Milwaukee State Normal School, Milwaukee, Wisconsin, offers only 2 courses. The other institutions offer between 2 and 30 courses for high school credit. The average number of courses offered is 15.85 per institution for the 20 institutions offering this work. Table XLII presents a complete list of the institutions offering high school courses, together with the number of courses offered by each institution.

T A B L E X L I I.

(Catalog Analysis.)

Institutions offering high school courses by correspondence and number of courses offered.
(20 Institution)

<u>Institution*</u>	<u>No. of courses</u>	<u>Institution*</u>	<u>No. of courses</u>
II	21	XXVIII	14
IV	15	XXIX	18
V	6	XXXII	16
X	29	XXXIX	30
XI	38	XLI	15
XII	23	XLII	6
XIII	13	XLVI	12
XXI	8	LIV	3
XXIII	4	LVI	16
XXIV	28	LVII	2

Twenty-seven catalogs examined showed that no correspondence courses are offered for high school credit.

Range 2-38
Mean 15.85

* Institution may be identified in Appendix B.

Correspondence Study Courses for Grade School Credit.

Arkansas State Teachers College, Conway, Arkansas, offers 8 correspondence courses for grade school credit. The other 46 catalogs show that no grade school courses are offered.

C H A P T E R V I.

SUMMARY AND CONCLUSIONS.

It is the purpose of this study to disclose the diversity of practice in the administration of certain phases of correspondence study in teachers colleges and normal schools. The data collected for the study are from two sources: First, an inquiry blank sent to the directors of extension of state teachers colleges and normal schools in the United States and Hawaii; secondly, the correspondence study catalogs of these institutions.

Although the history of correspondence study in the United States shows that this method of instruction has been in use sixty years it was not employed by a teachers college or normal school until 1905 when Western State Normal School, Kalamazoo, Michigan, started offering courses by correspondence. Seven other teachers colleges and normal schools began the use of this type of instruction before 1912 and 25 others followed before 1920. The greatest number to adopt the plan in any one year is 6, in 1924. On February 16, 1929, 59 of the 157 teachers colleges and normal schools responding to the inquiry were offering work by correspondence. These figures show that approximately two-thirds of these state institutions are not employing this method of instruction at the present time. The ever

increasing demand for this type of educational opportunity by the American public is shown by the tremendous number of enrollments in the commercial correspondence school. The most authentic figures available show that approximately twice as many people are enrolled for courses in the commercial schools as the combined resident enrollment of all colleges and universities in the United States. The implication is that the people of the several states are supporting teachers colleges and normal schools which are not discharging their full obligation to their clients. Evidence introduced in chapter III shows clearly that millions of dollars are being spent each year for correspondence instruction in commercial schools, the standard of which is in no way defined. It is not the purpose of the writer to condemn the commercial schools en masse but the fact remains that many of them operate primarily for their own profit and not for the benefit of the student. It seems clear, then that a real opportunity awaits the state teachers college and normal school, where many of the necessary facilities for correspondence instruction are already available.

A study of the results yielded by the inquiry blank shows wide diversity of administrative practice among the teachers colleges and normal schools that are offering correspondence courses. Scarcely more than one-half of these institutions maintain separate departments of correspondence study. There is little uniformity in the number

of lessons required per credit hour. Students of some institutions may not send in more than one lesson at a time while other schools permit students to send as many as six lessons at one time. There is no close relationship between the total number of lessons required for one hour of credit and the number a student may send in at one time.

Forty-one of the 59 institutions offering correspondence study restrict the student to active work upon two courses at the same time. Only 4 institutions permit simultaneous enrollment in 3 courses while 12 institutions limit the student to a single course at one time.

Practice in the number of lessons that are sent to the student at the time of enrollment is about evenly divided. Twenty-five institutions send the entire outline while the regulations of 30 others vary from 1 to 10 lessons sent at the time of enrollment.

It seems to be a common agreement that a student should be allowed from 9 to 12 months after enrollment in which to complete a course. Only 1 institution allows more than 12 months and 8 institutions allow less than 9 months. More nearly uniform is the custom of allowing the student to extend the life of his enrollment by some plan of reinstatement. Fifty-two institutions permit this practice while 7 do not.

Forty-five institutions require a final examination to complete the course while 12 do not. Forty-six require

a minimum grade on the final examination, if taken, while 10 do not. Thirty-three allow a student to take a second final examination while 23 do not.

Wide variation of practice is found in regard to the total number of hours that may be earned by correspondence. One institution permits as much as 50 percent of the total number of hours required for the degree while 13 restrict the student to a maximum of 12 1/2 percent. Thirty institutions permit a maximum of 25 percent.

Practice is divided in the matter of allowing the student to complete the final requirements for the degree by correspondence study. Sixteen institutions permit this practice while 40 do not. Greater uniformity is found in the practice of permitting a student to carry both resident and correspondence courses in the same institution at the same time. Only 4 institutions permit this practice while 55 do not. Forty-two institutions, however, permit students to carry correspondence courses with them while doing resident work at other institutions providing the consent of the other institutions is obtained. Sixteen institutions do not permit this combination of courses.

The institutions studied are in close agreement in giving equal credit to correspondence and resident courses in the same subject. Fifty-six institutions conform to this practice while only 3 do not. Fifty-five institutions accept correspondence study credits from other institutions

on the same basis that resident credits are accepted, while only 3 do not.

The term "Director" is generally used to designate the person in charge of correspondence study. Forty-two institutions use this title while 10 others use "Secretary" and 5 institutions use other terms.

In only 5 institutions does the person in charge of correspondence study devote his full time to this work. Fifty-two institutions combine the direction of this work with various other duties. Great diversity of practice is found in these combinations. Nine institutions combine the work with the duties of registrar; 5 with instructor in education; 3 with director of extension; 3 with instructor, and 28 institutions have other combinations. The amount of time devoted to the direction of correspondence study ranges from 10 to 100 percent. Five persons in charge of this work devote full time to it; 2 devote 75 percent of their time to it; 11 devote 50 percent; 10 devote 25 percent, and the others are widely scattered. The average is 41.7 percent.

The nearest approach to unanimity in response to any question is found in the answers to numbers 24 and 25, concerning the formal training of the person in charge of correspondence study for this work. Fifty-four institutions stated that this person has had no formal training in the organization and administration of correspondence study. The only other answer received stated.

that the person was preparing a thesis at Harvard University of the subject of extension classes. Since this respondent evidently misinterpreted the question it may be stated that not one of the 55 persons replying to the question has had any formal training for the position of director of correspondence study. The departments represented by these 55 replies had a combined enrollment of 14,986 students on February 15, 1929. The replies to question 26 indicate that 22 of these persons in charge of correspondence study have the A. M. degree; 15 have the A. B. degree; 8 have the B. S. degree; 1 has the Ph. D. degree and 2 have other degrees. In the light of these data, therefore, it seems safe to assume that no graduate school is offering formal training in the organization and administration of correspondence study. The lack of opportunity for this training may be a potent factor in the reluctance with which institutions adopt correspondence study as a means of instruction. Few indeed are the fields of instruction involving 15,000 students that are thus neglected by the graduate schools of America.

It is rather general practice for the person in charge of correspondence study not to devote any of their time to the grading of manuscripts or the preparation of outlines. In the few exceptions to this practice only a small amount of time is devoted to this work.

The number of students taking advantage of the correspondence offerings of teachers colleges and normal schools

is significant when compared to the resident enrollment of these institutions. Fifty-five institutions have 32,947 resident students enrolled for college credit; 2,155 resident students enrolled for high school credit; 16,554 correspondence students enrolled for college credit; 945 correspondence students enrolled for high school credit; and 64 correspondence students enrolled for no credit. In other words, the correspondence enrollment of these 55 institutions is equal to more than one-half the resident enrollment of these same institutions.

These figures disclose another significant fact. Ninety-four percent of the correspondence enrollments in teachers colleges and normal schools is for college credit; 5.3 percent is for high school credit, and only .4 percent is for no credit. These 64 students enrolled for no credit stand in marked contrast to Noffsinger's¹ statement that the commercial correspondence schools receive 1,500,000 enrollments every year, when we consider the fact that few, if any, credits granted by the commercial schools are accepted by any public educational institution. Is it not possible that the teachers colleges and normal schools, supported by public funds and with facilities already at hand, might expand their offerings to include at least some of the courses desired by these 1,500,000 people?

1. Noffsinger, John S. CORRESPONDENCE SCHOOLS, LYCEUMS, CHAUTAUQUAS. The Macmillan Company. New York. 1926. Page 86.

Fifty-one institutions reported a total of 18,820 students completing correspondence courses during the last 12-month period. Forty-nine institutions report a total of 24,944 correspondence enrollments received during this 12-month period. Forty institutions expressed the opinion that these figures yield a fair index to the percent of correspondence enrollments carried through to completion. Four institutions are of the opinion that these figures do not yield a fair index to the percent of completions. Casting out the replies from institutions not supplying figures for both enrollments and completions, the figures are: enrollments, 24,933; completions, 18,742; percent of enrollments completing, 74.8. It must be remembered that this percent is not exact. It only indicates the trend, because the enrollments and completions from which it is derived are not identical students. They are enrollments and completions for the same 12-month period. To say that exactly 74.8 percent of all enrollments are carried through to completion would be to assume that the rate of enrollment is neither increasing nor decreasing.

The distribution of salaries received by persons in charge of correspondence study is given in Table XXXII. Since so few of these persons devote full time to this work, as indicated by Table XIX, and since the percent of those not devoting full time to the work varies so

widely, as indicated by Table XX, it is difficult to determine the administrative cost per student enrolled. This problem is further complicated by the fact that 3 institutions charge all of this salary against the correspondence study department, 19 charge none of it against the department, 16 others reporting vary widely in their answers, and 11 institutions did not answer the question. In 32 institutions this salary covers 12 months' work, while other answers include 11 months, 10.5 months, 10 months, and 9 months. Considerable diversity of practice is evident in the various phases of the problem of salary and distribution.

Fees per credit hour vary from \$1.75 to \$6.25. Lack of uniformity is observed among the institutions within a given state in some instances. Fees of \$3.00, \$4.00, \$4.80 and \$5.00 are charged by different teachers colleges in one state. Four institutions in another state charge \$1.75, \$2.00, \$2.37 and \$2.50 per credit hour. All institutions basing fees on the credit hour exclusively charge the same fee for residents and non-residents of the state.

Thirty-two institutions indicate that the correspondence study departments are independent financially, i.e., the fees equal the cost of administration, instruction, revision of courses, supplies, etc. while 22 institutions indicate that the departments are not independent financially. The heterogeneity of practice in the allocation

of costs, however, makes it difficult to determine the actual status in this regard.

Replies to the questions concerning the distribution of marks disclose two important facts: First, only a few of the institutions maintain records sufficiently complete to supply accurate answers to the questions, and secondly, wide diversity of practice prevails in the distribution of marks to students completing correspondence study courses.

Only 19 institutions answered the question concerning the marks of resident students. Only 24 institutions answered the question concerning the marks of correspondence students. So few replies to these questions must indicate one of two things; (a) the questions unduly taxed the willingness of the respondents to make reply, or (b) institutional records do not contain these data. Since many of the blanks were answered "information not available" the implication is that the records are incomplete.

The distribution of A's to correspondence study students varies from zero to 30 percent; the distribution of B's varies from 19 to 77 percent; the distribution of C's varies from 3 to 67 percent; the distribution of D's varies from zero to 20 percent, and the distribution of F's varies from zero to 12 percent.

The distribution of marks to resident students shows

a smaller range. The A's range from 4 to 18 percent; the B's range from 20 to 43 percent; the C's range from 36 to 57 percent; the D's range from 1 to 20 percent, and the F's range from zero to 10 percent.

In some cases great variation in the marks of the two kinds of work is noted within a given institution, as is indicated by Graphs III, IV, V and VI.

It is not the purpose of the writer to criticise this distribution of marks. Certain important factors may justify this great difference between the marks assigned to correspondence students and the marks assigned to resident students. A careful analysis of the reasons for this difference should constitute a contribution to the administration of correspondence study.

Most of the teachers colleges and normal schools favor an arrangement whereby the correspondence study manuscripts are graded by instructors who are teaching the same course in residence. Forty-two institutions indicate this policy as their goal while 10 state that they do not seek this arrangement. Ten institutions desire an arrangement whereby the instructors grading correspondence study manuscripts will devote their full time to correspondence work while 34 institutions do not desire this arrangement.

Wide diversity of practice is found in the subjects offered by the institutions. Of the 120 subjects offered

by correspondence for college credit 82 are offered by less than 25 percent of the institutions; 22 subjects are offered by less than 50 percent of the institutions; 14 subjects are offered by less than 75 percent of the institutions, and only 2 subjects are offered by more than 75 percent of the institutions. Stated another way, zero to 25 percent of the institutions offer 68.3 percent of the total number of subjects offered; 26 to 50 percent of the institutions offer 18.3 percent of the total number of subjects offered; 51 to 75 percent of the institutions offer 11.6 percent of the total number of subjects offered, and only 1.6 percent of the institutions offer more than 75 percent of the total number of the subjects offered. American history is the most frequently offered subject. It is listed in 40 of the 47 catalogs examined.

The number of courses offered under the subject headings also varies greatly. A total of 152 courses are offered in English literature while only 1 course is offered under each of 12 headings.

The total number of courses offered by 1 institution varies from 6 to 134. Seventeen institutions offer less than 36 courses each; 15 institutions offer less than 71 courses each; 12 institutions offer less than 106 courses, and only 3 institutions offer 106 courses or more. Colorado State Teachers College, Greeley, Colorado, offers 134 courses.

Only 20 of the catalogs examined show that high school courses are offered by correspondence. Kansas State Teachers College, Hays, Kansas, offers 38 one-half unit courses. The other 19 institutions offer a lesser number of courses. The average is 15.85 one-half unit courses per institution. These data show clearly that no attempt is made to offer a complete high school course.

Only one institution, Arkansas State Teachers College, Conway, Arkansas, offers courses for grade school credit.

It has been the purpose of this study to disclose the extent of the diversity of practice in certain phases of the administration of teachers colleges and normal schools in the United States and Hawaii. A careful analysis of the causes of these differences of practice should be attempted. Any evidence indicating the best method of procedure in the organization and administration of correspondence study should be of great assistance to persons and institutions engaged in this work.

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T A B L E O F A P P E N D I X E S

Appendix A. Complete list of teachers colleges and
normal schools used in this study.

Three asterisks indicate institutions returning
filled out inquiry blanks.

Two asterisks indicate institutions replying
that no correspondence courses are offered.

One asterisk indicates institutions whose
catalogs show that no correspondence courses
are offered.

No asterisk indicates that no data are available
concerning the offering of the institution.

Appendix B. Identification numbers of institutions
referred to in Tables I-XLII.

Appendix C. Copy of inquiry blank.

Copy of letter of transmittal.

Copy of follow-up letter.

A P P E N D I X A

A complete list of teachers colleges and normal schools used in this study.

- ***Northern Arizona State Teachers College
Flagstaff, Arizona
- ***Arkansas State Teachers College
Conway, Arkansas
- ***Western State Teachers College
Gunnison, Colorado
- ***Colorado State Teachers College
Greeley, Colorado
- ***Georgia Normal School
Statesboro, Georgia
- ***Territorial Normal and Industrial School
Honolulu, Hawaii
- ***Indiana State Normal School
Muncie, Indiana
- ***Indiana State Normal School
Terra Haute, Indiana
- ***State Teachers College
Cedar Falls, Iowa
- ***Kansas State Teachers College
Emporia, Kansas
- ***Kansas State Teachers College
Hays, Kansas
- ***Kansas State Teachers College
Pittsburg, Kansas
- ***Western Kentucky State Normal School and
Teachers College
Bowling Green, Kentucky
- ***State Normal School
Morehead, Kentucky
- ***Louisiana State Normal College
Natchitoches, Louisiana
- ***State Normal School
North Adams, Massachusetts
- ***Western State Normal School
Kalamozoo, Michigan
- ***Central Michigan Normal School
Mount Pleasant, Michigan
- ***Michigan State Normal School
Ypsilanti, Michigan
- ***State Teachers College
Hattiesburg, Mississippi
- ***Southeast Missouri State Teachers College
Cape Girardeau, Missouri
- ***Northeast Missouri State Teachers College
Kirksville, Missouri

- ***Northwest Missouri State Teachers College
Maryville, Missouri
- ***Southwest Missouri State Teachers College
Springfield, Missouri
- ***Central Missouri State Teachers College
Warrensburg, Missouri
- ***Montana State Normal
Dillon, Montana
- ***Nebraska State Normal School and Teachers College
Chadron, Nebraska
- ***Nebraska State Normal School and Teachers College
Kearney, Nebraska
- ***Nebraska State Normal School and Teachers College
Peru, Nebraska
- ***Nebraska State Normal School and Teachers College
Wayne, Nebraska
- ***New Mexico Normal University
East Las Vegas, New Mexico
- ***New Mexico State Teachers College
Silver City, New Mexico
- ***Cullowhee State Normal School
Cullowhee, North Carolina
- ***State Normal and Industrial School
Ellendale, North Dakota
- ***State Normal School
Mayville, North Dakota
- ***State Teachers College
Minot, North Dakota
- ***State Teachers College
Valley City, North Dakota
- ***East Central State Teachers College
Ada, Oklahoma
- ***Central State Teachers College
Edmond, Oklahoma
- ***State Agricultural and Mechanical College
Orangeburg, South Carolina
- ***Northern Normal and Industrial School
Aberdeen, South Dakota
- ***Eastern State Normal School
Madison, South Dakota
- ***Southern State Normal School
Springfield, South Dakota
- ***George Peabody College for Teachers
Nashville, Tennessee
- ***Sul Ross State Teachers College
Alpine, Texas
- ***West Texas State Teachers College
Canyon, Texas
- ***Sam Houston State Teachers College
Huntsville, Texas
- ***South Texas State Teachers College
Kingsville, Texas

- ***State Teachers College
East Radford, Virginia
- ***Washington State Normal School
Bellingham, Washington
- ***Washington State Normal School
Cheney, Washington
- ***Washington State Normal School
Ellensburg, Washington
- ***Bluefield Institute
Bluefield, West Virginia
- ***State Normal School
Glenville, West Virginia
- ***Shepherd College State Normal College
Shepherdstown, West Virginia
- ***West Liberty State Normal School
West Liberty, West Virginia
- ***Milwaukee State Normal School
Milwaukee, Wisconsin
- ***State Normal School
Platteville, Wisconsin
- ***State Normal School
Superior, Wisconsin

- **State Normal School
Daphne, Alabama
- **State Normal School
Florence, Alabama
- **State Normal School
Jacksonville, Alabama
- **State Normal School
Troy, Alabama
- **Tempe State Teachers College
Tempe, Arizona
- **Humboldt State Teachers College
Arcata, California
- **State Teachers College
Chico, California
- **State Teachers College
Fresno, California
- **State Teachers College
San Diego, California
- **State Teachers College
San Francisco, California
- **State Teachers College
San Jose, California
- **State Teachers College
Santa Barbara, California
- **State Normal School
Danbury, Connecticut
- **State Normal School
New Britain, Connecticut

- **State Normal School
New Haven, Connecticut
- **State Normal School
Willmantic, Connecticut
- **State Normal School
Athens, Georgia
- **State Normal School
Albion, Idaho
- **State Normal School
Lewiston, Idaho
- **Southern Illinois State Normal University
Carbondale, Illinois
- **Eastern Illinois State Teachers College
Charleston, Illinois
- **Northern Illinois State Teachers College
De Kalb, Illinois
- **Illinois State Normal University
Normal, Illinois
- **Eastern State Normal School
Castine, Maine
- **State Normal School
Farmington, Maine
- **Madawaska Training School
Fort Kent, Maine
- **State Normal School
Gorham, Maine
- **Washington State Normal School
Machias, Maine
- **Aroostook State Normal School
Presque Isle, Maine
- **Maryland Normal School
Bowie, Maryland
- **State Normal School
Frostburg, Maryland
- **Maryland State Normal School
Salisbury, Maryland
- **Maryland State Normal School
Towson, Maryland
- **State Normal College
Bridgewater, Massachusetts
- **State Normal School
Farmingham Center, Massachusetts
- **State Normal School
Fitchburg, Massachusetts
- **State Normal School
Hyannis, Massachusetts
- **State Normal School
Lowell, Massachusetts
- **State Normal School
Westfield, Massachusetts
- **State Normal School
Worcester, Massachusetts

**State Teachers College
Bemidji, Minnesota
**State Teachers College
Duluth, Minnesota
**State Teachers College
Mankato, Minnesota
**State Teachers College
Morehead, Minnesota
**State Teachers College
St. Cloud, Minnesota
**State Teachers College
Winona, Minnesota
**State Teachers College
Cleveland, Mississippi
**State Normal School
Keane, New Hampshire
**State Normal School
Plymouth, New Hampshire
**New Jersey State Normal School
Glassboro, New Jersey
**New Jersey State Normal School
Montclair, New Jersey
**State Normal School
Newark, New Jersey
**State Normal School
Paterson, New Jersey
**State Normal School
Trenton, New Jersey
**State College for Teachers
Albany, New York
**State Normal School
Brockport, New York
**State Normal School
Buffalo, New York
**State Normal School
Courtland, New York
**State Normal School
Fredonia, New York
**State Normal School
Geneseo, New York
**State Normal School
New Platz, New York
**State Normal School
Oneonta, New York
**State Normal School
Oswego, New York
**State Normal School
Plattsburg, New York
**State Normal School
Potsdam, New York

- **State Normal School
Elizabeth, North Carolina
- **East Carolina Teachers College
Greenville, North Carolina
- **Winston-Salem Teachers College
Winston-Salem, North Carolina
- **State Normal School
Dickinson, North Dakota
- **Southern Oregon Normal School
Ashland, Oregon
- **Oregon Normal School
Monmouth, Oregon
- **Bloomsburg State Normal School
Bloomsburg, Pennsylvania
- **State Normal School
California, Pennsylvania
- **Cheney Training School for Teachers
Cheney, Pennsylvania
- **Clarion State Normal School
Clarion, Pennsylvania
- **East Stroudsburg State Normal School
East Stroudsburg, Pennsylvania
- **Edinboro State Normal School
Edinboro, Pennsylvania
- **State Normal School
Indiana, Pennsylvania
- **Keystone State Normal
Kutztown, Pennsylvania
- **Central State Normal School
Lock Haven, Pennsylvania
- **Mansfield State Normal School
Mansfield, Pennsylvania
- **Millersville State Normal School
Millersville, Pennsylvania
- **Cumberland Valley State Normal
Shippensburg, Pennsylvania
- **Slippery Rock State Normal School
Slippery Rock, Pennsylvania
- **West Chester State Normal School
West Chester, Pennsylvania
- **Rhode Island College of Education
Providence, Rhode Island
- **East Tennessee State Teachers College
Johnson City, Tennessee
- **Middle Tennessee State Teachers College
Murfreesboro, Tennessee
- **West Tennessee State Teachers College
Normal, Tennessee
- **East Texas State Teachers College
Commerce, Texas
- **Stephen F. Austin State Teachers College
Nacogdoches, Texas

- **Prairie View State Normal and Industrial College
Prairie View, Texas
- **Southwest Texas State Teachers College
San Marcos, Texas
- **State Teachers College
Farmville, Virginia
- **State Teachers College
Harrisonburg, Virginia
- **Concord State Normal School
Athens, West Virginia
- **State Normal School
Eau Claire, Wisconsin
- **State Normal School
LaCrosse, Wisconsin
- **State Normal School
Oshkosh, Wisconsin
- **State Normal School
River Falls, Wisconsin
- **State Normal School
Stevens Point, Wisconsin
- **State Normal School
Whitewater, Wisconsin
- *State Normal School
Livingston, Alabama
- *Georgia Normal and Agricultural College
Albany, Georgia
- *State Normal and Industrial College
Bowdon, Georgia
- *State Normal School
Murray, Kentucky
- *State Normal School
Fayetteville, North Carolina
- *North Texas State Teachers College
Denton, Texas
- *State Normal Training School
Castleton, Vermont
- *State Teachers College
Fredericksburg, Virginia
- *State Normal School
Fairmont, West Virginia
- Northern State Normal School
Marquette, Michigan
- State Normal College
Bowling Green, Ohio
- State Normal College
Kent, Ohio
- Southeastern State Teachers College
Durant, Oklahoma
- Northeastern State Teachers College
Tahlequah, Oklahoma

A P P E N D I X B

Identification numbers of institutions referred
to in Tables I-XLII.

- I. Northern Arizona State Teachers College
Flagstaff, Arizona
- II. Arkansas State Teachers College
Conway, Arkansas
- III. Western State Teachers College
Gunnison, Colorado
- IV. Colorado State Teachers College
Greeley, Colorado
- V. Georgia Normal School
Statesboro, Georgia
- VI. Territorial Normal and Industrial School
Honolulu, Hawaii
- VII. Indiana State Normal School
Muncie, Indiana
- VIII. Indiana State Normal School
Terra Haute, Indiana
- IX. State Teachers College
Cedar Falls, Iowa
- X. Kansas State Teachers College
Emporia, Kansas
- XI. Kansas State Teachers College
Hays, Kansas
- XII. Kansas State Teachers College
Pittsburg, Kansas
- XIII. Western Kentucky State Normal School and
Teachers College
Bowling Green, Kentucky
- XIV. State Normal School
Morehead, Kentucky
- XV. Louisiana State Normal College
Natchitoches, Louisiana
- XVI. State Normal School
North Adams, Massachusetts
- XVII. Western State Normal School
Kalamazoo, Michigan
- XVIII. Central Michigan Normal School
Mount Pleasant, Michigan
- XIX. Michigan State Normal School
Ypsilanti, Michigan
- XX. State Teachers College
Hattiesburg, Mississippi
- XXI. Southeast Missouri State Teachers College
Cape Girardeau, Missouri
- XXII. Northeast Missouri State Teachers College
Kirksville, Missouri

- XXIII. Northwest Missouri State Teachers College
Maryville, Missouri
- XXIV. Southwest Missouri State Teachers College
Springfield, Missouri
- XXV. Central Missouri State Teachers College
Warrensburg, Missouri
- XXVI. Montana State Normal
Dillon, Montana
- XXVII. Nebraska State Normal School and Teachers
College
Chadron, Nebraska
- XXVIII. Nebraska State Normal School and Teachers
College
Kearney, Nebraska
- XXIX. Nebraska State Normal School and Teachers
College
Peru, Nebraska
- XXX. Nebraska State Normal School and Teachers
College
Wayne, Nebraska
- XXXI. New Mexico Normal University
East Las Vegas, New Mexico
- XXXII. New Mexico State Teachers College
Silver City, New Mexico
- XXXIII. Cullowhee State Normal School
Cullowhee State Normal School
- XXXIV. State Normal and Industrial School
Ellendale, North Dakota
- XXXV. State Normal School
Mayville, North Dakota
- XXXVI. State Teachers College
Minot, North Dakota
- XXXVII. State Teachers College
Valley City, North Dakota
- XXXVIII. East Central State Teachers College
Ada, Oklahoma
- XXXIX. Central State Teachers College
Edmond, Oklahoma
- XL. State Agricultural and Mechanical College
Orangeburg, South Carolina
- XLI. Northern Normal and Industrial School
Aberdeen, South Dakota
- XLII. Eastern State Normal School
Madison, South Dakota
- XLIII. Southern State Normal School
Springfield, South Dakota
- XLIV. George Peabody College for Teachers
Nashville, Tennessee
- XLV. Sul Ross State Teachers College
Alpine, Texas

- XLVI. West Texas State Teachers College
Canyon, Texas
- XLVII. Sam Houston State Teachers College
Huntsville, Texas
- XLVIII. South Texas State Teachers College
Kingsville, Texas
- XLIX. State Teachers College
East Radford, Virginia
- L. Washington State Normal School
Bellingham, Washington
- LI. Washington State Normal School
Cheney, Washington
- LII. Washington State Normal School
Ellensburg, Washington
- LIII. Bluefield Institute
Bluefield, West Virginia
- LIV. State Normal School
Glenville, West Virginia
- LV. Shepherd College State Normal College
Shepherdstown, West Virginia
- LVI. West Liberty State Normal School
West Liberty, West Virginia
- LVII. Milwaukee State Normal School
Milwaukee, Wisconsin
- LVIII. State Normal School
Platteville, Wisconsin
- LVIX. State Normal School
Superior, Wisconsin

APPENDIX C

Thomas W. Butcher, *President*Carl W. Salser, *Director of Extension*

The Kansas State Teachers College of Emporia

Department of Correspondence Study

R. C. Maul, *Director*
 Emporia, Kansas
February 23, 1929

To the Director of Correspondence Study:

The information asked for in the following questions will be used to ascertain existing practices in certain phases of correspondence study departments. Your co-operation in supplying this information will be greatly appreciated.

Very truly yours,

(Please Encircle Correct Answer or Fill in Blank as Provided.)

I. ORGANIZATION AND REGULATIONS OF DEPARTMENT

1. When was correspondence study first offered by the college? _____ (_____) Year
2. Is a separate department of correspondence study maintained? _____ Yes. No.
3. If separate department is maintained, when was it established? _____ (_____) Year
4. How many lessons do you require per credit hour?
(a) Semester _____ (b) Quarter _____
5. How many lessons in any single course do you permit a student to send in at one time? _____ (_____) Number
6. How many courses do you permit a student to work on at one time? _____ (_____) Number
7. Do you send the entire outline of the course to the student at the time of enrollment? _____ Yes. No.
8. If answer to question 7 is "no," how many lessons do you send at one time? _____ (_____) Number

9. How many months after date of enrollment do you allow for the completion of the course? (.....) Number
10. Do you grant an extension of this time by any plan of reinstatement? Yes. No.
11. Do you require all students to take a final examination? Yes. No.
12. Is every student required to make a minimum grade on the final examination in order to receive credit in the course? Yes. No.
13. Do you ever permit a student who has failed the final examination to take a second examination? Yes. No.
14. What per cent of the total number of hours required for graduation may be earned by correspondence study? (%)
15. Do you permit students to complete the requirements for the bachelor's degree by correspondence study? (i.e., may the final hours be done by correspondence study?) Yes. No.
16. Do you permit students to carry correspondence study courses while doing work in residence in your institution? Yes. No.
17. Do you permit students to carry correspondence study courses while doing work in residence in other institutions if they have permission from the other institution? Yes. No.
18. Do all of your correspondence study courses carry the same credit as the identical courses when taken in residence? Yes. No.
19. Do you accept correspondence study credits from other institutions on the same basis that you accept residence credits from these other institutions? Yes. No.

II. THE DEPARTMENT HEAD

20. What is the title of the person in charge of correspondence study?

Director

Secretary

Other title

21. Does he devote full time to the correspondence study department? Yes. No.
22. If answer to question 21 is "no," what per cent of his time is given to the correspondence study department? (%)
23. If he holds another position also, what is the title of this other position?

24. Has he had any specific, formal training in the organization and administration of correspondence study? (Experience in this work not to be counted as formal training.) Yes. No.

25. If so, list the courses below:

Courses Taken	Institution	Hrs. Cr.	Year
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

26. What degrees does he hold?

27. Does he grade any manuscripts? Yes. No.

28. If answer in 27 is "yes," approximately what per cent of his time is devoted to grading? (%)

29. Does he prepare any of the outlines? Yes. No.

30. If answer to 29 is "yes," approximately what per cent of his time is devoted to preparing outlines? (%)

III. ENROLLMENT OF STUDENTS

31. How many students were enrolled on February 15, 1929:

(a) In Residence classes for College Credit? ()
Number

(b) In Residence classes for High School Credit? ()
Number

(c) In Correspondence Study courses for College Credit? ()
Number

(d) In Correspondence Study courses for High School Credit? ()
Number

(e) In Correspondence Study courses for No Credit? ()
Number

32. How many students completed correspondence study courses during the last year? (Use school year, fiscal year, calendar year, or any other 12-month period used in your records.) ()
Number

33. What are the inclusive dates of this 12-month period?
From _____ to _____

34. What was the total number of enrollments received during this 12-month period? (Count each course issued as one enrollment.) ()
Number

35. Do you believe the answers to questions 32 and 34 will give a fair index to the per cent of enrollments that are carried through to completion? Yes. No.

IV. SOME FINANCIAL ASPECTS

36. What is the annual total salary of the person in charge of correspondence study?\$
37. How many months' work does this salary cover?
9 months 10 months 11 months 12 months
38. What per cent of this salary is charged against the correspondence study department?(.....%)
39. Is the correspondence study department independent financially, i.e., does the income from fees equal the cost of administration, instruction, revision of courses, supplies, etc.? (Do not consider cost of buildings, rent, heat, light, and similar charges.) Yes. No.
40. If your fee is on the credit hour basis only, what is it per hour for
Residents of your state?\$
Non-residents of your state?\$

V. GENERAL INFORMATION

(Questions 41 and 42 are of primary importance to this study.)

41. If you have a distribution of marks given to all students who completed correspondence study courses during any 12-month period, what is it in per cents? (If you use another marking system, strike out these letters and insert your own.)
A.....% B.....% C.....% D.....% F.....%
(Excellent) (Good) (Average) (Poor) (Fail)
42. If you have a distribution of marks given to all students who completed residence courses in your institution during the 12-month period mentioned above, what is it in per cents?
A.....% B.....% C.....% D.....% F.....%
(Excellent) (Good) (Average) (Poor) (Fail)
43. Is it the goal of the department to have all correspondence study instruction given by
(a) Instructors who are teaching the same courses in residence? Yes. No.
(b) Instructors whose full time will be devoted to the correspondence study department? Yes. No.
- Do you care for a copy of the summarized results of this study? (I shall be glad to furnish you with a copy if you desire.) Yes. No.
- Will you please send me a copy of your catalogue under separate cover?

Signed _____
Person who filled in inquiry

Title

THE KANSAS STATE TEACHERS COLLEGE
OF EMPORIA

THOMAS W. BUTCHER, PRESIDENT

EMPORIA, KANSAS

R. C. MAUL
DIRECTOR CORRESPONDENCE STUDY

February 23, 1929.

APPENDIX C

Mr. Blank,
Director of Extension,
Name of College,
Address.

Dear Sir:

In the administration of our correspondence study department we are meeting a number of problems which we feel are common to all engaged in this work. It is with the view of pooling our knowledge of these difficulties that we are writing to you.

We would appreciate your cooperation in the task of studying some of these questions. The enclosed inquiry blank calls for certain information. May we ask that you fill in the blank as completely as possible and return it to us in the enclosed envelope?

This blank is being sent to all teachers colleges. If you feel that you can spare a little time in filling it out we will assume the responsibility of assembling the material and supplying you with a copy of the summarized results.

You will also find enclosed one of the blanks completely filled out with data from our own files. This information is being sent in the thought that it may be of interest to you and that it may help you to interpret the questions.

We would also like to have a copy of your latest correspondence study catalog. If you do not offer any work by correspondence will you kindly return the blank to us?

Very truly yours,

Enc.
RCM:WD

THE KANSAS STATE TEACHERS COLLEGE
OF EMPORIA

THOMAS W. BUTCHER, PRESIDENT

EMPORIA, KANSAS

R. C. MAUL
DIRECTOR CORRESPONDENCE STUDY

March 16, 1929.

APPENDIX C

Mr. Blank,
Director of Extension,
Name of College,
Address.

Dear Sir:

On February 23 I wrote to you asking your cooperation in a study of certain phases of correspondence department administration. Your reply has not yet reached this office.

I am enclosing another blank herewith in the thought that the first one did not reach you or has escaped your attention.

This inquiry is being sent to all teachers colleges and normal schools in the United States. The study was officially approved by the Association of Extension Directors of Teachers Colleges and Normal Schools at its recent annual meeting in Cleveland. Our plan is to furnish copies of the summarized results to all who are interested.

May I ask that you fill out the blank and return it in the enclosed envelope? If you do not offer correspondence study will you please return the blank to us?

Very truly yours,

Enc.
RCM:WD